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ABSTRACT

The directory lists exemplary arts programs that successfully involve handicapped people as identified by the Model Site and Special Projects Programs. Model sites, which provided replicable program examples in the arts (music, dance, drama, visual arts) and special education, were selected via a comprehensive application and review process. Special Projects focused on the development of innovative curriculum materials, research projects, awareness projects, inservice and preservice training programs, and other arts-related projects. Projects and model sites are listed alphabetically according to sponsoring agencies. Entries include a brief summary and funding history along with information on characteristics (handicapping condition, level, setting, art form, focus, and geographic setting), currently available materials, and a brief reflection on the effectiveness of the site/program. (CL)

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THE NATIONAL COMMITTEE,
ARTS WITH THE HANDICAPPED

Model Sites/ Special Projects Program Directory 1977–1982

EC 162736

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PREFACE

The National Committee, Arts with the Handicapped, an educational affiliate of the John F. Kennedy Center for the Performing Arts, was founded as the national coordinating agency for arts programs by, for and with disabled individuals in the mid-1970's. Then, quality arts programming that tapped the creative talents of disabled persons either received little recognition or simply was not in existence in many areas of the country. In this period of new growth and exploration, the National Committee designed two programs which gave support to exemplary programs and fostered innovative projects in the arts by, with and for disabled persons.

Many people have inquired about the programs that NCAH supported as Model Sites or Special Projects from 1977 to 1982. Indeed, many of these projects may never have gotten their start or continued with their efforts without the seed money, training and variety of support given by the National Committee.

This booklet describes the wide array of services and activities undertaken by the projects and documents the fruits of those labors. Many people were responsible for making these projects a reality. NCAH would like to thank all the project coordinators for their dedication and hard work; thanks also goes to NCAH staff members past and present who were responsible for helping and giving directions to the sites.

NCAH's "family album" continues to grow. In 1983-84, the Committee is supporting Very Special Arts Festival Programs in each state, as well as the District of Columbia and Puerto Rico. These programs are at varied stages of development in providing quality, year-round arts programs by, with and for disabled individuals that culminate in noncompetitive festivals. Several of the past Model Sites and Special Projects continue to be involved in the VSAF networks in their states. We invite all of them to participate in the VSAF Program.

Reading through the following pages has brought back memories of happy times, sad times, long meetings, hard work, frustration and last but not least . . . fun. As you read through the following pages, I hope you find the information interesting and useful. I was impressed by the sources of other funding support that was used to match NCAH awards in developing sensitive arts programming for the targeted disabled populations.

Finally, special thanks to Patricia Prugh for her sensitivity and patience in tracking down lost sites, working with NCAH staff to ask about other programs, and working with everyone involved with these projects to make this booklet something of which we can all be proud.

Please keep in touch!

Ralph Mapp

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INTRODUCTION

This Directory is a guide to the activities and services of the Model Site and Special Projects Programs of the National Committee Arts with the Handicapped (NCAH). The Directory documents a seven year period in which NCAH provided national recognition and financial resources for innovative, demonstrative, quality arts programming for handicapped children and youth.

Since its inception in 1976, NCAH has worked towards communicating a single message: the arts are powerful vehicles for enhancing learning and enriching living of all handicapped children. Early funding for the National Committee, Arts for the Handicapped came from the United States Department of Health, Education and Welfare; the Bureau of Education for the Handicapped; the Alliance for Arts Education; and the Joseph P. Kennedy, Jr. Foundation. This support enabled NCAH to echo its message across the nation. National arts programming was designed and implemented. Nine model sites and five Special Projects were identified in 1977.

Model Site Program

The Model Site Program was developed in an effort to support exemplary arts programs which successfully involve handicapped people. The primary aim of the Program was to make all the arts an integral part of the general education of every handicapped child. Exemplary, comprehensive programs providing arts for handicapped children served as demonstration and resource sites. The Model Sites provided replicable program examples in the arts and special education throughout the country

Model Sites were selected through a comprehensive application and review process. All programs met established criteria for selection, agreed to conduct and aggressively promote the establishment of ongoing, quality programs in all the arts (music, dance, drama, visual arts) and to show evidence of integrating handicapped individuals into regular programming efforts (implementation of Section 504 of the 1973 Rehabilitation Act). All Model Site Programs identified and utilized resources within their region such as arts councils, consumer organizations, parent associations, and artists. In addition, all program activities were conducted in barrier-free settings.

Model Sites were national demonstration programs of educational significance, providing quality instruction in all art forms for handicapped children and youth. Each Model was staffed by skilled professionals who provided technical assistance

to other arts educators, special education instructors, parents, administrators, artists, therapists, and community leaders. The program served a leadership role in fostering greater national awareness about the need for and benefit of arts programs for handicapped individuals.

Special Projects Program

The NCAH Special Projects Program was conceived in response to the identified needs of NCAH constituents. These needs included specific information, materials and strategies necessary to initiate and/or assist the national expansion of quality arts programs for handicapped children and youth. Designed to encourage and support innovative activities in arts programming for all handicapped individuals, Special Projects focused on the development of unique and innovative curriculum materials, research projects, awareness projects, inservice and preservice teacher training programs, and other significant arts related projects. Special Projects were selected through a competitive application and review process.

The Special Project Program became an effective national catalyst for program growth, innovation and awareness. In addition, the Projects functioned as resources to other programs needing technical assistance, training materials, curriculum resources, promotional media and materials, research data and information. The Special Projects Program reinforced an overwhelming national interest, dedication and support of arts programming for handicapped children and youth.

The Model Site and Special Projects Programs were sponsored by a variety of state, regional and local agencies such as state departments of education, local education agencies, departments of parks and recreation, colleges and universities, arts councils, public and private residential facilities, museums and other organizations who provide services to handicapped persons. Model Site and Special Projects Programs became an integral part of a national network which offered quality arts programming for all handicapped individuals.

This Directory of NCAH Special Projects and Model Site Programs is a reference to the ways in which the arts have been used with special populations. The Directory provides a brief sketch of each Special Project and Model Site Program funded by the National Committee, Arts with the Handicapped, illustrating each innovative or exemplary approach. The scope of each program is reflected in its funding history, demographic data breakdown, and listing of current available materials. It is the National Committee's hope that this document will serve as a catalyst for further exploration in the use of the arts in enhancing learning and enriching living for all disabled persons.

THE NATIONAL COMMITTEE,
ARTS WITH THE HANDICAPPED

Model Sites/ Special Projects Program Directory 1977–1982

American Art Therapy Association
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 370-3223

National Art Education Association
1916 Association Drive
Reston, VA 22091
(703) 860-8000

Special Project/Model Site Program Description

Dates: Special Project FY 1980

The NCAH Special Project Program sponsored a joint conference of the National Art Education Association (NAEA) and the American Art Therapy Association (AATA). The conference was designed to facilitate more effective art programming opportunities for the handicapped. Conference topics included: a definition of the roles of art educators and art therapists; an investigation of the approaches to programming and training; a consideration of the areas in which cooperation and collaboration can occur between disciplines; and an assessment of the state of research in this field. A final publication of the conference proceedings resulted.

The NAEA and AATA are membership organizations representing a large percentage of practicing professionals in their respective disciplines.

Funding History:

The joint conference was supported entirely by NCAH funds, and AATA, NAEA in-kind contributions.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Conference Facility

Art Form: Visual Arts

Focus: Research, Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

Art in the Lives of Persons with Special Needs, contains excerpts from the major papers presented and conclusions and recommendations formed by discussion groups. Available, $4.50, from AATA, NAEA and NCAH.

Reflections *From the meeting came a far better grasp of the concerns each discrete profession faces, and through that understanding, a greater resolve to work together.*

John J. Mahlmann, former Executive Director, NAEA

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
5101 Wisconsin Avenue, N.W.
Washington, D.C. 20016
(202) 686-5400

Special Project/Model Site Program Description

Dates: Special Project 1982

The American Association on Mental Deficiency (AAMD) was granted NCAH Special Project funding to provide for regional workshops in the area of personnel training in the arts for mentally retarded and developmentally disabled persons. The project also conducted a national survey of AAMD members assessing their awareness of and attitudes regarding arts for the handicapped. An AAMD National Task Force evaluated the data obtained from the workshops and survey at the 1982 AAMD national meeting and made recommendations for an association plan on the arts.

The AAMD is a diverse national membership organization dedicated to the prevention and intervention of mental retardation.

Funding History:

Special Project activities were supported entirely by NCAH and the AAMD.

Characteristics:

Handicapping Condition: Mild, Moderate, Severe/Profound Retardation

Level: Preschool through Secondary

Setting: Conference Facility

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Dissemination, National Awareness

Geographic Setting: Urban, Suburban

Available Materials:

"Report to the Task Force on the AAMD Arts for the Handicapped Project" describes Special Project Activities and outlines issues for consideration by AAMD.

Reflections *The AAMD/NCAH Special Project has been a resounding success. It resulted nationally in high quality personnel preparation and added to the knowledge base in one area of research in arts for the handicapped.*

Albert Berkowitz, Executive Director

AMERICAN THEATRE ASSOCIATION
1010 Wisconsin Avenue
Washington, DC 20007
(202) 628-4634

Special Project/Model Site Program Description

Dates: Special Project FY 1980, 1979

The American Theatre Association (ATA), a two-time recipient of NCAH Special Project funds, worked to extend opportunities in drama and theatre by, with and for handicapped persons. Through the development of workshop models, drama and theatre practitioneers were introduced to ways of adapting and applying their expertise to working with disabled persons. The workshops were conducted at two ATA Special Conferences. As a direct result of project activities, two publications were produced. Both a collection of essays by various theoreticians and practitioneers relating drama and theatre to handicapped individuals and a handbook of examples, ideas and resources for drama and theatre practioneers have been nationally disseminated.

The ATA is an umbrella organization whose constituent divisions make it attentive to drama and theatre for all ages throughout the United States.

Funding History:

ATA received additional conference support from the O'Neil Center, the University of California, San Diego, and numberous individual private donations.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Conference Facility

Art Form: Drama

Focus: Personnel Preparation

Geographic Setting: Urban, Suburban, Rural

Available Materials:

Drama, Theatre and the Handicapped, a collection of essays, and Perspectives, a handbook of examples, ideas and resources are available through National Technical Institute For The Deaf, Data Bank, Rochester, New York.

Reflections *As a direct outcome, today numerous programs across the country are doing things by, with and for handicapped persons.*

Ann Shaw, Associate Professor
Communication Arts and Sciences, Queens College

AREA COOPERATIVE EDUCATIONAL SERVICE
295 Mill Road
North Haven, CT 06473
(203) 234-0130

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As a result of the Area Cooperative Educational Services (ACES) Special Project, thirty (30) special education personnel in Connecticut received in-service training in creative movement. The project was pursued on their belief that creative movement programs were limited in number and in quality despite the viability of the creative movement experience for the handicapped child. The project met the needs of training classroom teachers to focus on the process and adaptation of creative movement activities for special handicapping conditions as well as planning an ongoing creative movement program.

ACES is an umbrella organization providing a variety of education programs to the public school districts of South Central Connecticut.

Funding History:

Special Project activities were funded by NCAH, the Connecticut State Department of Education, under Title VI-B (EHA), and in-kind services of the Area Cooperative Educational Services.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility

Art Form: Dance

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban, Suburban

Available Materials:

Ideas of Kids: A Multi-Arts Approach to Fostering Creativity, a multi-arts curriculum guide with a creative process orientation. Available through ERIC, ED 157 847.

Reflections *It is our hope that training programs in the creative arts for the handicapped will be increased and improved as a result of this special project.*

Sheryl Ash and Carole Weiner
Former Special Project Coordinators

ARTREACH MILWAUKEE
152 W. Wisconsin Avenue
Milwaukee, WI 53203
(414) 271-4704

Special Project/Model Site Program Description

Dates: Special Project FY 1981

In 1980, ARTREACH Milwaukee utilized Special Project funding to conduct a study of the impact of intensified arts programming on emotionally disturbed children and adolescents. The purpose of the project was to document evidence on the therapeutic value of arts programming and to facilitate and assess the informal learning that occurs in conjunction with arts programming. Major activities included arts programming in two residential centers, summative psychological evaluations, formative studies on informal learning, in-service training and meetings with parents. A final document describes the study and summarizes the results.

ARTREACH Milwaukee is a nonprofit organization which brings together the arts and handicapped, institutionalized and elderly people.

Funding History:

In addition to NCAH funding, the project received monies for programming from the Milwaukee Mental Health Foundation and the United Way of Greater Milwaukee.

Characteristics:

Handicapping Condition: Emotionally and Behaviorally Disturbed

Level: Junior High and Secondary

Setting: Community Arts Center, Museum, Gallery, Residential Treatment Centers

Art Form: Music, Dance, Drama, Visual Arts

Focus: Research, Program Development, Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

Arts Research and Programming for Emotionally Disturbed Children and Adolescents, documents the special project and summarizes the results. Available, $1.50, from NCAH.

Reflections *The original hypothesis that arts programming may have long term therapeutic effects was partially substantiated...in this study.*

Christine Linn, Executive Director

ARTS IN EDUCATION PROGRAM OF PENNSYLVANIA
Central Intermediate Unit #10
RD #1, P.O. Box 374
West Decatur, PA 16878
(814) 342-0884

Special Project/Model Site Program Description

Dates: Model Site FY 1977, 1981, 1982
Special Project FY 1979

As an NCAH Model Site, the Arts in Education Program of Intermediate Unit #10 provided handicapped students and teachers with intense experiences in the arts -- experiences focusing on stimulating student aesthetic awareness and motivation for learning. In 1981, emphasis was placed on the role of music activities with handicapped children. The following year, Project PASE (Programs in the Arts for Special Education) focused on the use of visual arts in the classroom. As a Special Project, the program developed an arts infused curriculum for severely and profoundly handicapped students.

The Arts in Education Program provides arts curricular enrichment services for school districts and non-public schools in Central Pennsylvania.

Funding History:

The Arts in Education Program of Pennsylvania is funded through the Pennsylvania State Bureau of Special Education, Pennsylvania Department of Education and the Bureau of Curriculum Services. Project PASE was designed and initiated through Title IV-C funding.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Rural

Available Materials:

Discovering Me: Music Activities for Special Learners, was designed to provide teachers and students with intense involvement in the arts of creative drama, music and the visual arts. Available free from NCAH.

Reflections *I never realized so much could be done with music in itself. Music is a great way to get kids really involved...even the shyest and most uninterested child will become involved somehow.*

Shirley Sturtz and John Ramsey ...
Co-coordinators, Arts in Education Program

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BLACK HILLS SPECIAL SERVICES COOPERATIVE
Box 215 Nemo Route
Deadwood, South Dakota 57732
(605) 578-1914

Special Project/Model Site Program Description

Dates: Model Site FY 1982

As a NCAH Model Site, the Black Hills Special Services Cooperative focused on poetry with the handicapped. A program exploring poetry as an alternative art form to the four art forms usually considered, Black Hills sought to develop basic skills, self-expression and creativity through this artistic mode. Ashes and Chuckles, a book-length publication of poetry and photography, and "Give the Arts an 'A'," an audio-visual presentation about the arts as modalities for teaching and reintegrating special students into the mainstream, resulted from program activities.

The Black Hills Special Services Cooperative is an educational services unit serving 12 school districts in extreme western South Dakota.

Funding History:

This Model Site Grant, in addition to VSAF monies and a Special Project, spun-off matching funds from State Departments of Education and State Art Councils. Ashes and Chuckles was financed privately by the South Dakota Association for Retarded Citizens.

Characteristics:

Handicapping Condition: All Handicapping Conditions, Gifted, and Gifted/Handicapped

Level: Preschool through Post-Secondary

Setting: Self-Contained Classroom, Special Education Facility, Sheltered Workshop, Day Activity Center, Hospital College/University, Recreation Center

Art Form: Poetry

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban, Rural

Available Materials: Ashes and Chuckles, a book of poetry and photography, $5.00; "A Tree Trying to Grow," a videotape, $20.00; "Imagination: Poetry and the Handicapped," videotape, $20.00; and "Give the Arts an A," slidetape, $20.00. Available from NCAH and/or BHSSC.

Reflections *The impossible dream came true through a minimum of help: marvelous breathtaking stretches and flights came from individuals formerly "written off."*

Jack Kreitzer, Very Special Arts Coordinator

BUFFALO PHILHARMONIC ORCHESTRA
PROGRAMS FOR THE HANDICAPPED
26 Richmond Avenue
Buffalo, New York 14222
(716) 885-0331

Special Project/Model Site Program Description

Dates: Special Project FY 1980

In June, 1978, the Buffalo Philharmonic Orchestra embarked on its "Phonic Ear" project -- researching the effective use of an FM system through which persons with hearing impairments are able to experience the pleasure of music. Equipment was designed to deliver a special frequency response curve which boosts both high and low frequencies to the same sound pressure level. With the assistance of 1980 Special Project funding, the Philharmonic produced "How To" kits that can guide other orchestras and performing arts organizations in setting up this equipment.

The Buffalo Philharmonic Orchestra is a non-profit organization which has served the Western New York area for 47 years. The Philharmonic is the second largest major symphony orchestra in New York.

Funding History:

The "Phonic Ear" Project operated on a mini-grant from the Gebbie Foundation and a matching grant from the National Endowment for the Arts.

Characteristics:

Handicapping Condition: Hearing Impaired

Level: Preschool through Post-Secondary

Setting: Performing Arts Center

Art Form: Music

Focus: Research, Dissemination

Geographic Setting: Urban

Available Materials:

Opening Ears To The Peforming Arts, a guide to making programs accessible to hearing-impaired persons, including the selection and installation of amplification systems.

Reflections *In conjunction with the support of NCAH and NEA, it was possible to provide the sound of music to ears that had never dreamed it possible. We are grateful to have been a part of this.*

Dave Albert, Orchestra Manager

CALIFORNIA ALLIANCE FOR ARTS
EDUCATION
495 Quail Drive
Los Angeles, CA 90065
(213) 242-3161

Special Project/Model Site Program Description

Dates: Special Project FY 1980

The California Alliance for Arts Education (CAAE), in cooperation with the Program Development Unit, Office of Special Education of the California State Department of Education, conducted an NCAH Special Project in 1980. Project activities centered around coordination of a statewide awareness training program and development of model components in art education for special education teachers. The purpose of the awareness program was to relate information, readiness and promote the enthusiasm of teachers in special education regarding the role of arts education, and to explore strategies to integrate art, music, dance and drama into the curriculum.

CAAE is the state based program of the National Alliance for Arts Education, a joint project of the John F. Kennedy Center and the U.S. Office of Education.

Funding History:

In addition to NCAH funding, the "Arts Awareness Training Project" received fiscal support from the California State Department of Education and the Los Angeles County Office of Education.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Conference Facility

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

None available at this time.

Reflections *This (Special Project) marked the first communication between the Special Education Unit and the arts program of the California Department of Education.*

Joan Newberg, Project Coordinator

CAPITAL CHILDREN'S MUSEUM
800 Third Street, NE
Washington, DC 20002
(202) 543-8600

Special Project/Model Site Program Description

Dates: Special Project FY 1981

A Special Project conducted at the Capital Children's Museum worked towards providing more meaningful museum experiences for children with disabling conditions. The project developed arts programming and scheduling techniques for integrating these children into ongoing museum programs. Activities included developing guidelines that enable parents and teachers of disabled children to expand museum experiences, and provide in-service training to museum personnel and volunteers.

The Capital Children's Museum an accessible experiential children's museum in the District, has gained a national leadership role among children's museums.

Funding History:

Project activities were supported by NCAH, the Foundation for Children with Learning Disabilities, the Combined Federal Campaign and in-kind services from Capital Children's Museum.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Secondary

Setting: Museum

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation, Program Development, Dissemination

Geographic Setting: Urban

Available Materials:

Getting Ready...to Visit a Children's Museum, three separate manuals -- one for parents, one for teachers, and one for museums. Available, $2.50 each, from NCAH and/or the Children's Museum.

Reflections *The funds from NCAH helped us to evaluate policies and programs at the museum so that the needs of special children could be better served.*

Mavis Wylie, Project Coordinator
Carol Tilton, Editor/Production Manager

CEMREL
c/o McGrell Regional Laboratory
St. Louis, MO

Special Project/Model Site Program Description

Dates: Model Site FY 1977, 1979

The Aesthetic Arts Division of CEMREL, Inc. served as an original NCAH Model Site Program. As a Model Site, this educational laboratory conducted an extensive needs assessment to determine the training needs and priorities of personnel conducting arts programs and instructional programs for the handicapped. The assessment was followed up with an Awareness and Leadership Training Workshop for Adapting Arts Education Resources to Handicapped Populations. To insure optimal impact, the workshop was followed up by individual program assistance and visitation.

CEMREL, Inc. was a regional education laboratory and resource center dedicated to providing quality educational materials for children.

Funding History:

CEMREL activities received 95% of their funding from the National Institute of Education, the other 5% were from fees for service and small project grants. In 1983, CEMREL was dismantled and all files were transferred to McGrell Laboratory and the U.S. Office of Education.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Elementary through Secondary

Setting: Educational Laboratory

Art Form: Dance, Drama, Music, Visual Arts

Focus: Research, Evaluation, Personnel Preparation

Geographic Setting: Urban, Suburban, Rural

Available Materials:

For a complete listing of CEMREL publications contact: Harper and Row Publisher, Inc., Attn: Order Services Dept., Keystone Industrial Park, Scranton, PA 18512. TOLL FREE 1-800-233-1175.

Reflections *As a result of the Model Site Program, CEMREL was called upon to offer a broad array of technical assistance services in teacher training programs and instructional materials development in the arts for the handicapped.*

Jerome Davis, Model Site Coordinator

CHICAGO COUNCIL OF FINE ARTS
78 E. Washington
Chicago, Illinois 60602
(312) 744-6440

Special Project/Model Site Program Description

Dates: Special Project FY 1981

Through Special Project funding, the Chicago Council on Fine Arts/Artists-in-Residence Program established a youth dance company composed of both hearing-impaired and nonhearing impaired youth, ages 14-21. Performers were selected for the company from free dance classes held after school and on Saturdays. Activities included training in dance techniques, signing instructions for hearing-impaired participants and performances at selected sites in the City of Chicago. As a final product, a 30-minute color videotape documenting project activities was produced.

The Chicago Council of Fine Arts provides arts opportunities for youth through workshops, classes and performances.

Funding History:

Through CETA funding, a grant from the State Economic Opportunity Office and Community Development monies, program activities have continued.

Characteristics:

Handicapping Condition: Hearing Impaired, Non-Handicapped

Level: Primary through Post-Secondary

Setting: Self-Contained Classroom

Art Form: Dance

Focus: Media Development, Program Development

Geographic Setting: Urban

Available Materials:

"Dance in Silence", a 25-minute color videotape documents the formation of the dance company with scenes from classes, rehearsals, performances and interviews with participants. Available, for postage costs, from the Chicago Council on Fine Arts

Reflections *The key to the eventual success of our program (after many false starts) was the dedication of our artistic director and the base structure of summer training jobs for participants.*

Richard Friedman, Director of Development

CHILDREN'S HOSPITAL NATIONAL MEDICAL
CENTER - NEW HORIZONS DEPARTMENT
111 Michigan Avenue, N.W.
Washington, D.C. 20010
(202) 745-3225

Special Project/Model Site Program Description

Dates: Special Project FY 1980

In 1980, the New Horizons Department at Children's Hospital National Medical Center initiated an artists-in-residence program with the assistance of NCAH Special Project funding. The project employed three resident artists -- a writer/poet, dancer and visual artist -- to work with patients in the four major units of the hospital. The artists adjusted their technique to meet the needs of the 3 to 18 year old patients with different medical conditions. A video-tape, "Arts and Healing," documents the pilot project activities.

The New Horizons Program, an arts and cultural enrichment program at Children's Hospital National Medical Center, demonstrates the value and relevance of the arts in an acute-care pediatric medical facility.

Funding History:

The artist-in-residence program continues through funding by the D.C. Commission on the Arts and Humanities and by the Maryland Daniel Loughran Foundation.

Characteristics:

Handicapping Condition: Medically Ill

Level: Preschool through Secondary

Setting: Hospital

Art Form: Dance, Visual Arts, Poetry

Focus: Personnel Preparation, Program Development, Dissemination

Geographic Setting: Urban

Available Materials:

"Arts in Healing," a 30-minute video-tape that documents the work of a poet, a dancer, and a visual artist and discusses ways they have adapted their activities to the environment. Available, $20.00, from NCAH and CHNMC.

Reflections *The expression...demonstrated in the residency program is probably the most important (benefit for physical health) and that is getting those inner feelings out...*

D.D. Delaney, Associate Director CHNMC

CHILDREN'S MUSEUM OF BOSTON
MUSEUM WHARF
300 Congress Street
Boston, Massachusetts 02210
(617) 426-6500

Special Project/Model Site Program Description

Dates: Model Site FY 1981, 1980, 1979, 1978
Special Project FY 1981

The Children's Museum of Boston served as an NCAH Model Site Program from 1978 to 1981. Through a Wednesday Morning Special Needs field trip program, the barrier-free Museum's participatory exhibit format has made the arts an integral part of the general education of disabled children. Responding to the needs of families with disabled children, the Museum also undertook an NCAH Special Project -- developing and testing models for Museum visits by severely disabled children and their families. A final report, "Museum Experiences for Families with Severely Disabled Kids..." resulted.

The Children's Museum, founded in 1913, has become a national leader in the development of exhibits, curricula, materials and programs which emphasize interactive learning.

Funding History:

Museum activities for handicapped children were funded by NCAH, Developmental Disabilities Council, Bureau of Education for the Handicapped, State and Federal grants, private individuals, local foundations and corporate gifts.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Museum

Art Form: Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban

Available Materials: Museum Experiences for Families with Severely Disabled Kids, was designed to assist other cultural institutions prepare programs for families with disabled kids, $4.95, from NCAH. Is There Life After 504?, a guide in making buildings more accessible to disabled persons, $2.50, from NCAH.

Reflections *Based on our experience of working with special needs school groups, we understood that there was a special population for which the museum could serve as a wonderful resource.*

Amy Goldbas, Project Manager

CHILDREN'S MUSEUM OF NEW HAVEN, INC.
P.O. Box 3699
New Haven, Connecticut 06525
(203) 777-8002

Special Project/Model Site Program Description

Dates: Model Site FY 1978

The Children's Museum, located in New Haven, Connecticut, was designated an NCAH Model Site in 1978. At the museum, creative arts and role playing encourage children's social, creative and intellectual development. As a Model Site, activities included: design and implementation of mainstreamed programs using photography; the production of a booklet of handicapped children's artwork, songs and poems; and the publication of a brochure on the Museum.

The Children's Museum of New Haven was incorporated in 1973 as an innovative, participatory educational experience for young children and their parents.

Funding History:

The Children's Museum relies on a variety of public and private sources for support, including government grants, foundation and corporate gifts, memberships, in-kind contributions of goods and services, proceeds from publications, and annual fundraising events.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Primary

Setting: Museum

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban

Available Materials:

"Instead of A Rainbow," a collection of drawings and captions by disabled children. Available, free, from NCAH and the Children's Museum of New Haven, Inc.

Reflections *We believe that children learn from other children . . . and children from all economic backrounds, handicapped and nonhandicapped, do share by some definition, a common threshold of knowledge and experience called childhood.*

June Levy, Executive Director

CHRIST CHURCH CHILD CENTER
8011 Old Georgetown Road
Bethesda, Maryland 20814
(301) 652-3922

Special Project/Model Site Program Description

Dates: Special Project FY 1981

In 1981, NCAH Special Project funding assisted the Christ Church Child Center in developing a music therapy program for preschool autistic and multi-handicapped children. The program utilized music therapy to foster the development of communication, sensory integration and related skills in a school setting, and integrated 2 to 8 year old handicapped children with normal peers. The project incorporated in-service training for special education staff, music therapy interns and parents. "Target on Music," a manual of music activities for motor development, communication, sensory integration, concept development and social interaction resulted.

Christ Church Child Center is a nonprofit, non-sectarian day school serving children from birth to 12 years of age.

Funding History:

Additional funds were received from the Anthony Lucas Spindletop Foundation to continue the music therapy program through 1982. Anticipated revenue from the sale of "Target on Music" will also be used to continue the program.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Primary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility, Sheltered Workshop, Day Activity Center, University

Art Form:
Music

Focus: Curriculum Development

Geographic Setting: Suburban

Available Materials:

Target On Music, a manual of music activities for autistic and multihandicapped children. Available, $20.00 plus postage and handling, from Christ Church Child Center.

Reflections *We feel privileged and are grateful that Christ Church Child Center was a former NCAH recipient, and we are confident that our special project will make a significant contribution to using music with special needs populations.*

Ruth Lee Adler, Music Therapist

CITY OF LONG BEACH,
DEPARTMENT OF RECREATION
325 Golden Shore
Long Beach, California 90802
(213) 432-5931

Special Project/Model Site Program Description

Dates: Special Project FY 1981

The City of Long Beach, Department of Recreation and Human Services, designed and implemented a Special Project aimed at increasing theatre performance skills of handicapped and nonhandicapped youth. Activities included a series of participatory performance workshops for junior and senior high school students and training workshops and observation sessions for professionals interested in learning more about arts programming for the handicapped. The workshops were structured to provide current information, activity experience and implementation materials. Five performances culminated the workshops.

The Long Beach Recreation Department is a municipal agency providing services to youth, older, and handicapped persons.

Funding History:

The Performance Workshop Project and Guide was made entirely possible through NCAH grants and in-kind funding from the Long Beach Department of Recreation and Human Services.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Emotionally Disturbed, Orthopedically Handicapped

Level: Junior High, Secondary

Setting: Recreation Center, Performing Arts Center, University

Art Form: Drama

Focus: Personnel Preparation

Geographic Setting: Urban

Available Materials:

The Performance Workshop Guide, designed for those interested in integrating the handicapped into theater arts programming. Available free, from NCAH.

Reflections *It is my feeling that this project has produced some of the most dynamic effects that we have seen in participants. Faces, behaviors and signs of improved self-esteem relayed a clear message to staff, family and friends.*

Susan Trump, former Project Coordinator

CLIMB, INC.
2100 Stevens Avenue South
Minneapolis, Minnesota 55404
(612) 227-9660

Special Project/Model Site Program Description

Dates: Model Site FY 1982, 1981

CLIMB, INC. (Creative Learning Ideas for Mind and Body) served as an NCAH Model Site during program years 1981 and 1982. While CLIMB's major focus is theatre, they also offer "all arts" residencies conducted by a team of artists. CLIMB travels to its hosting agencies conducting creative dramatics classes, training workshops, lecture demonstrations, residencies, special projects, and plays. Specific Model Site activities included a made-for-television mini-drama which was designed and taped as a pilot to a special arts in education series called CLIMB Aboard.

CLIMB, INC. is an organization of professional actor-educators who devise and adapt theatrical activities so that all handicapped persons can participate and benefit.

Funding History:

CLIMB, INC. is 68% self-supporting, while donations from business, banks, corporations, foundations and individuals comprise the other 32%.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility, University/ College, Professional Associations

Art Form: Drama, Dance, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development Media Development, Dissemination

Geographic Setting: Urban

Available Materials:

For more information on CLIMB, Aboard, contact CLIMB, INC.

Reflections *"Like the house that Jack built, Model Site status helped CLIMB receive further awards,...more public and private funds,...and also contract more programs to reach more disabled people..."*

Peg Wetli, Executive Director

CLOVER PARK SCHOOLS
10020 Gravelly Lake Drive, SW
Tacoma, WA 98499
(206) 756-9647

Special Project/Model Site Program Description

Dates: Model Site FY 1977, 1978

One of the original NCAH Model Site Programs, the Clover Park Schools provided a wide array of arts services for the handicapped. Specific Model Site activities focused on the development and field testing of arts infused curriculum materials and the production of braille music for blind students. In addition, a university level syllabus in arts for the handicapped was developed. The Clover Park Schools disseminated a variety of written materials and conducted awareness activities relative to the use of arts with handicapped students.

The Clover Park Schools provide comprehesive educational services for residents in the Tacoma, Washington area.

Funding History:

Project activities were supported by NCAH and the Clover Park School District.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Elementary through Secondary

Setting: Public School District

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

None available at this time.

Reflections None available

CLUSTER/LIFT
47 Livingston Avenue
Yonkers, New York
(913) 963-6440

Special Project/Model Site Program Description

Dates: Model Site FY 1978

Lift (Local Involvement in Funding and Training) was a special program operating under the auspices of CLUSTER (Congregation Linked in Urban Strategy to Effect Renewal) of Yonkers, New York. The center was committed to the goal of remediating learning disabilities through individual prescription programs using the arts to teach basic skills and to help the child develop responsible behavior and inherent talents. Students were referred from the public schools and generally attended Lift two to five hours a day, two to five days each week. The Center closed in 1979.

CLUSTER, Inc. is a community-based, nonprofit organization which provides a wide variety of supportive services to the people of Yonkers, New York.

Funding History:

Model Site activities were funded in joint by the Diocese of New York, NCAH and in-kind services of Cluster, Inc.

Characteristics:

Handicapping Condition: Learning Disabled

Level: Intermediate, Secondary

Setting: Community Center

Art Form: Dance, Drama, Music, Visual Arts

Focus: Program Development

Geographic Setting: Urban

Available Materials:

None available.

Reflections None available.

COUNCIL FOR EXCEPTIONAL CHILDREN
FEDERATION #515
CENTER FOR DEVELOPMENTAL
DISABLED, USD
Vermillion, South Dakota 57069
(605) 677-5311

Special Project/Model Site Program Description

Dates: Special Project FY 1980

In 1980, the Council for Exceptional Children (CEC) Federal #515, conducted an NCAH Special Project which provided teachers of severely, profoundly and multiply handicapped children, ages five years and under, with in-service and technical assistance in designing and utilizing adaptive techniques to teach the basic skills through the arts. Professionals were placed in one (1) week residences in locations throughout the state. Each site developed and tested activities which could be used to teach motor, language, conceptual and social development through art activities. An arts activities guide which details techniques for teaching basic skills through the arts documents the project.

The CEC is a statewide organization of professionals in the field of special education.

Funding History:

The project received additional funding from Developmental Disabilities Training monies, Teacher Preparation Title VI-D, and Section S.P. Preschool Parents Incentive monies Title VI-B.

Characteristics:

Handicapping Condition: Severe/Profound Retardation
Multiply Handicapped

Level: Pre-School

Setting: Public Elementary Schools

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Rural

Available Materials:

Arts Activities Guide for Preschool Handicapped Children, limited number available, free, to South Dakota residents. Contact Terry Hendricks at CEC, FED. #15.

Reflections *Reflections of the project are today integrated into the South Dakota pre-school handicapped program . . . teacher workshops are on-going and the curriculum has become an important instructional tool.*

Terry Hendricks, Technical Assistance to Schools Section for Special Education

CREATIVE ARTS TEAM
NEW YORK UNIVERSITY
50 West 4th Street - Room 733
New York, New York 10002
(212) 598-2360/2207

Special Project/Model Site Program Description

Dates: Special Project FY 1982

In 1982, The Creative Arts Team (CAT) received Special Project funding to assist the design and implementation of a theatre-in-education project. Utilizing theatre and drama as cognitive and affective tools with a strong focus on issue-oriented material, a series of participatory workshops afforded high risk youth the opportunity to express their fears and dilemmas through the medium of drama. A resulting original theatre presentation, articulating the impact of youthful violence and vandalism as well as causal factors, was presented city-wide. A documentary film and an accompanying manual designed by the CAT Team completed project activities.

The Creative Arts Team is a unique professional theatre-in-education company in residence at New York University.

Funding History:

The Creative Arts Team "Conflict Resolution through Drama: A Preventive/Intervention Program for Troubled, High Risk Youth" received collaborative funding from the New York State Division for Youth, New York State Division of Substance Abuse Services, Corporate & Foundation Grants, as well as in-kind services provided by New York University.

Characteristics:

Handicapping Condition: High Risk Delinquent inclusive of Emotionally Handicapped & Learning Disabled

Level: Primary through Secondary

Setting: Self-Contained Classroom

Art Form: Drama, Dance, Music

Focus: Program Development, Media Development, Dissemination

Geographic Setting: Urban

Available Materials:

For more information on the documentary film and accompanying manual, contact CAT.

Reflections *...if we are asking young people to be responsible for their actions in society, then we must recognize the natural affinity of the arts to address these very issues.*

Lynda Zimmerman, Executive Director

CREATIVE CENTER FOR THE HANDICAPPED
P.O. Box 943
Visalia, California 93279
(209) 733-9329

Special Project/Model Site Program Description

Dates: Model Site FY 1982

The Creative Center for the Handicapped presents painting, drawing, fiber arts, music, dance and drama to its adult disabled members. Through NCAH Model Site funding, activities were extended to focus on drama and deaf persons. Two touring plays emphasizing the beauty and drama of sign language and presenting the strengths, abilities, interests, and problems of the deaf community were produced. The plays concerned themselves with excellence of drama, interpretation and presentation. For other adult disabled members not performing, the productions provided opportunities for set design, costuming, etc.

The Creative Center for the Handicapped is an arts center bringing handicapped adults an opportunity to explore and experience the benefits inherent in the arts.

Funding History:

The Center receives fees for services from the California State Welfare and Institutions Code, the Tulare County Department of Education's Occupational Therapy Program, and families. Other funding sources include: sales of artwork, box office receipts and fundraising events, foundations, corporations, and individuals.

Characteristics:

Handicapping Condition: Moderate, Severe/Profound Retardation, Hearing Impaired

Level: Preschool through Post-Secondary

Setting: Community/Arts Center

Art Form: Dance, Drama, Music, Visual Arts

Focus: Program Development, Dissemination

Geographic Setting: Rural

Available Materials:

General Information brochures, program descriptions and directors' scripts written by participants especially for Theatre for the Deaf are available from the Creative Center for the Handicapped.

Reflections *We truly appreciate the time and attention that was expended on our behalf...*

Rena Petty, Executive Director

CREATIVE GROWTH
2647 E. 14th Street
Oakland, CA 94601
(415) 836-2340

Special Project/Model Site Program Description

Dates: Model Site FY 1981

Creative Growth, an innovative art center for severely physically and/or mentally handicapped adults served as an exemplary Model Site in 1981. At the Center classes are made available to those who enjoy and profit from creative self-expression in the visual arts. Counseling and independent living skills augment the daily programming. Through the Creative Growth Gallery, a professional art gallery, participants exhibit their works and gain recognition as artists in their own right. In addition, Creative Growth provides outreach services by conducting extensive public education through local exhibits, lectures, workshops and conferences.

Creative Growth is a unique community organization dedicated to the use of art in the lives of severely handicapped persons.

Funding History:

Creative Growth is funded through fees for services, grants, gifts, contributions of labor and materials, and extensive fundraising activities.

Characteristics:

Handicapping Condition: Mild, Moderate, Severe/Profound Retardation, Emotionally Disturbed, Orthopedically Impaired, Multiply Handicapped

Level: Intermediate through Post-Secondary.

Setting: Community Arts Center

Art Form: Visual Arts

Focus: Program Development, Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

"Creative Growth", 25 minute, 16mm film, a description of the visual arts program at Creative Growth. Available, $20.00, rent, from NCAH.

Reflections *Creative Growth is...dedicated to the idea that all people, no matter how severely disabled, can gain joy and fulfillment through creativity and can produce work of high aesthetic merit.*

Elias Katz and Florence Ludins-Katz
Founders of Creative Growth

D.E.A.F. MEDIA, INC.
401 East 21st Street
Oakland, CA 94606
(415) 835-8478

Special Project/Model Site Program Description

Dates: Special Project FY 1980

Under a 1980 Special Project grant, D.E.A.F. Media provided classroom presentation/instruction and teacher in-service workshops in local Bay area schools. Activities emphasized the artistic aspects of deaf persons. Fingerplay, American Sign Language (ASL) poetry, and sign mime stories served as a point of departure in relaying technical and aesthetic principles. A resulting instructional guide outlines the creative uses of ASL and ways to utilize these techniques in the classroom with deaf children.

A non-profit organization, D.E.A.F. Media, Inc. works toward developing cultural and educational opportunities for the deaf community, offering an awareness of deafness to the general public.

Funding History:

This Special Project and resulting teacher's guide was funded by NCAH and D.E.A.F. Media, Inc.

Characteristics:

Handicapping Condition: Deaf, Hearing Impaired

Level: Elementary through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility

Art Form: Drama

Focus: Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban

Available Materials: A TEACHER'S GUIDE FOR CREATIVE USES OF AMERICAN SIGN LANGUAGE, an instructional guide citing new ways to use ASL in the classroom. Includes sign play, finger play, mime, and poetry. A videocassette, which serves as a supplement, may be rented. Guide, $2.50, videocassette, $20.00, from NCAH.

Reflections *...artistic expressions (through ASL) are a...source of pride and inspiration for the cultural identity and creative expression of many deaf persons.*

Howard Seago, Project Coordinator

DEVELOPMENTAL CENTER FOR AUTISTIC CHILDREN
3965 Conshohocken Avenue
Philadelphia, Pennsylvania 19131
(215) 878-3400

Special Project/Model Site Program Description

Dates: Special Project FY 1981

The Developmental Center for Autistic Children designed and implemented a multi-focus Special Project in 1981. Demonstrating and evaluating the use of art for communication through an assessment of severely emotional/physically handicapped children,art therapy was provided to autistic type boys and girls, 5-11 years old. Assessments from art productions, obtained immediately pre-/post- art therapy were compared to similarly obtained products (no art therapy) for growth, development and expression. Results and conclusions were presented at a workshop for primary care providers and the 28th Annual Children's Heart Hospital program.

The Developmental Center for Autistic Children is a private therapeutic institution serving severely emotionally disturbed children.

Funding History:

As a result of citing and leveraging this project in several fund-raising endeavors and specific grant applications for program funding, the Developmental Center has received monies from seven private foundations and extensive volunteer efforts from the Board and Staff.

Characteristics:

Handicapping Condition: Emotionally and Behaviorally Disturbed, Severely Developmentally Delayed

Level: Preschool through Primary

Setting: Special Education and Clinic Facility

Art Form: Visual Arts

Focus: Research, Dissemination, Curriculum Development

Geographic Setting: Urban

Available Materials:

A written report documenting project results and conclusions is available by writing the Developmental Center for Autistic Children.

Reflections *This Special Project proved much more costly to implement than the monies awarded ... additional costs were absorbed by Agency resources and volunteer assistance. This expanded effort was repaid by a documented and significant improvement in performances by our treated autistic children.*

Marjorie O. Brooks, Research Coordinator

DEVELOPMENTAL DISABILITIES SERVICE
ORGANIZATION
521 Acacia Street
Stockton, CA 95202
(209) 948-5759

Special Project/Model Site Program Description

Dates: Model Site FY 1980, 1979, 1978, 1977

Developmental Disabilities Service Organization, Inc. (DDSO) is responsible for the establishment of two unique education programs, the Alan Short Center and its sister program, the Exposition Center. Both programs provide intensive daily programming in the arts for developmentally disabled adults by offering classes in the arts as a basis for pre-vocational training, principles and thought processes applicable to the job situation are acquired. As a Model Site program, the Centers actively participated in national awareness and dissemination activities.

DDSO is a non-profit, tax exempt organization dedicated to providing new and innovative programs and services for the nation's handicapped population.

Funding History:

Model Site activities were funded by NCAH, Title VI CETA from the Stockton/San Joaquin Employment and Training Opportunities Department, in-kind contributions of DDSO, public and private donations.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation

Level: Elementary through Secondary

Setting: Special Education Facility

Art Form: Dance, Drama, Music, Visual Arts

Focus: Dissemination, National Awareness

Geographic Setting: Urban, Suburban

Available Materials:

For a complete list of available materials, contact DDSO.

Reflections *We deal with the human factor...the key to our developmentally disabled students learning any skill or profiting from vocational training, and most importantly...leading a more meaningful and more independent life.*

Alan B. Falstreau, former Executive Director

EAST BAY CENTER FOR THE
PERFORMING ARTS
339 11th Street
Richmond, California 94801
(415) 482-2846

Special Project/Model Site Program Description

Dates: Model Site FY 1981
Special Project 1980

Recognizing the exemplary educational arts program of the East Bay Center for the Peforming Arts in 1982, NCAH awarded the program Model Site funding. Model Site activities focused on developing artistic skills which enabled disabled, non-disabled and elderly students to use the arts to examine, enrich and change the conditions of their lives. Two years previously, the center received Special Project funding to train teachers and parents of handicapped children in dance, music and drama. The project was accomplished through ongoing classroom instruction, and after school and evening demonstration workshops.

The East Bay Center is a community arts agency providing free and subsidized arts instruction to children, adults, and seniors -- including disabled persons at all age levels.

Funding History:

The East Bay Center earns 50% of its income through classes and workshops. Other funding comes from CETA, CA State Arts Council Residency monies, local foundations and other fundraising activities.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Elementary through Post-Secondary

Setting: Community Arts Center

Art Form: Dance, Drama, Music, Filmmaking/Video

Focus: Personnel Preparation, Program Development and Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

Brochures providing an overview of East Bay Center activities, including their Performing Arts Festival and Playwriting Competition are available, free, from East Bay Center.

Reflections *Through our contact with the National Committee we have further understood there is a larger contingency who can and should be involved with community arts and activities.*

Fred Setterberg, Executive Director

EASTERN KENTUCKY UNIVERSITY
MUSIC DEPARTMENT
Richmond, Kentucky 40475
(606) 622-1420

Special Project/Model Site Program Description

Dates: Special Project 1978

Project Discovery, a joint project of the Ursuline School of Music and the Eastern Kentucky University, served as a 1978 NCAH Special Project. The project focused on presenting statewide in-service training workshops at Special Education Schools in Kentucky. The purpose of the workshops was to demonstrate to Special Educators and Arts Educators the significance of the arts as a teaching mode for special education students. Additional activities included a film festival designed to increase awareness of the value of arts and disabled persons and a statewide symposium addressing the therapeutic aspects of art.

The Eastern Kentucky University has established itself as an active leader in the use of arts and handicapped people.

Funding History:

Project Discovery was funded by NCAH, the Eastern Kentucky University, the Ursuline School of Music and private donations.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Secondary

Setting: Private and Public Schools, University

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Disseminnation, National Awareness

Geographic Setting: Urban, Suburban, Rural

Available Materials:

"Circus," a 16mm film documents the final day of an arts inservice training seminar of Project Discovery. Symposium Proceedings, a compilation of presented papers. Both available, free, contact Dr. A.W. Harvey, Eastern Kentucky University.

Reflections *This Special Project was responsible for planting a seed in Kentucky that has been slowly growing, an awareness that the arts do make a difference in the lives of handicapped persons.*

Dr. Arthur W. Harvey, Professor of Music

EDUCATIONAL COLLABORATIVE FOR
GREATER BOSTON, INC.
20 Kent Street
Brookline, MA 02146
(617) 738-5600

Special Project/Model Site Program Description

Dates: Special Project FY 1979

The Educational Collaborative for Greater Boston, Inc. (EDCO) and the Boston Museum of Fine Arts received NCAH Special Project funding to assist in the development of special curriculum materials. Museum personnel and EDCO employees worked directly with the teachers and parents of handicapped children in the curriculum design. The resulting activities guide for handicapped children and their parents focused on art history, art appreciation and art activities.

EDCO is a private nonprofit organization established by 12 school systems to provide special educational enrichment programs for students.

Funding History:

Special Project activities were supported by EDCO, the Boston Museum of Fine Arts, and NCAH.

Characteristics:

Handicapping Condition: Hearing Impaired, Physically Disabled

Level: Elementary

Setting: Museum

Art Form: Visual Arts

Focus: Program Development, Curriculum Development, Dissemination

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *The goal of the project was to develop a model for serving handicapped populations both at the musuem of fine arts and other cultural institutions.*

Jane Wirzgarten, Project Coordinator

FAIRMONT THEATRE OF THE DEAF
11206 Euclid Avenue
Cleveland, Ohio 44106
(216) 231-8787 X 231/265

Special Project/Model Site Program Description

Dates: Model Site FY 1982, Special Project FY 1981

In 1981, NCAH Special Project funds helped the Fairmont Theatre of the Deaf (FTD) to provide a summer experience in sign language theatre. Hearing and hearing-impaired children and adolescents received instruction in the elements of sign language, theatre, and play production. Project success prompted FTD to become a Model Site program. Model Site activities centered on documenting a Student Matinee Series. This Special Series provides theatre experiences for deaf, hearing and multiply disabled students, ages 8-18 years.

The Fairmont Theatre of the Deaf is the first resident professional sign language and voice theatre in the United States.

Funding History:

Seed monies from the NCAH made the summer experience possible. Today, FTD is depending more on small family foundations and the corporate sector to help support operations.

Characteristics:

Handicapping Condition: Hearing Impaired, Speech and Language Handicapped, Non-Handicapped

Level: Intermediate through Post-Secondary

Setting: Self-Contained Classroom

Art Form: Drama

Focus: Program Development

Geographic Setting: Urban

Available Materials:

"The In-Group," a VTR videotape of this production is available for the costs of duplicating plus postage. Contact Fairmont Theatre for more information.

Reflections *Our experience with developing a summer youth barrier-free theatre...was both frustrating and rewarding. We did find a fabulous spirit arise from the group, and this was due to a very dedicated staff.*

Robert Tolaro, Artistic Director

FIEDEL COUNTRY DAY SCHOOL
Lattington Road
Glen Cove, NY 11542

Special Project/Model Site Program Description

Dates: Model Site FY 1979, 1980

This private day school, committed to the integration of creative arts into daily classroom life, provided a mainstreamed environment in which handicapped children requiring special services were taught a basic skills curriculum through the arts. The founders of this school were also active in teacher education to help educators better understand the integration of the creative arts into the academic curriculum. As an NCAH Model Site, the school developed, documented and disseminated the key aspects of their education program.

Fiedel Country Day School was a multi-dimensional educational community encompassing a country day school, a summer day program and a teacher training center -- the Fiedel Center for Advancement of the Creative Process in Education.

Funding History:

Fiedel Country Day School received funding from the Charles F. Kettering, Jr. Foundation, the Clark Foundation, the Guinzburg Fund, the National Endowment for the Arts, the New York Foundation for the Arts, the Mobil Foundation, the New York State Council on the Arts and NCAH.

Characteristics:

Handicapping Condition: Emotionally Disturbed, Learning Disabled

Level: Preschool through Junior High

Setting: Day School

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Dissemination, National Awareness

Geographic Setting: Suburban

Available Materials:

None available at this time.

Reflections *The role of all the arts and sciences... has tremendous meaning, for it is in the use of these dimensions that our children can awaken to their relationship to the world around them.*

Roslyn Fiedel, Co-founder, Fiedel School

GALLAUDET COLLEGE
MODEL SECONDARY SCHOOL FOR THE DEAF
Kendall Green
Washington, DC 20002
(202) 651-5801

Special Project/Model Site Program Description

Dates: Model Site FY 1982, 1981
Special Project FY 1980

The Model Secondary School for the Deaf (MSSD) of Gallaudet College served as a NCAH Model Site Program in both 1982 and 1981. As a Model Site, activities focused on developing materials and curricula for in-house use and dissemination, conducting classes in the arts, producing schoolwide plays, sponsoring student art exhibits and laboratory productions, and conducting workshops upon request. In 1980, Special Project funding assisted the development of a model community theatre of the deaf, through which a play focusing on deaf experiences was written and produced.

MSSD is a unique, free, secondary school for deaf adolescents. It is administered by Gallaudet College, the only college exclusively for the deaf in the world.

Funding History:

Model Site and Special Project activities were sponsored by NCAH, National Association of the Deaf, Gallaudet College Division of Public Services, Gallaudet College Pre-College Programs, Gallaudet College Special School of the Future (with support from W.K. Kellogg Foundation.

Characteristics:

Handicapping Condition: Hearing Impaired, Deaf

Level: Secondary, Post-Secondary

Setting: College/University

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Media Development, and Dissemination

Geographic Setting: Urban

Available Materials: A Handful of Stories. Deaf Storytellers relate personal experiences. Developed by Bernard Bragg and Dr. Roslyn Rosen of Gallaudet College, it promotes an appreciation of deaf heritage. Available, $4.95, book, $20.00 accompanying videotape, from NCAH.

Reflections *As a result (of Model Site funding) more students participated in cultural activities at MSSD than ever before and more people came to MSSD to see what was being given.*

Timothy R. McCarty, Program Coordinator

GEORGIA RETARDATION CENTER
4770 N. Peachtree Road
Atlanta, Georgia 30338
(404) 393-7070/71

Special Project/Model Site Program Description

Dates: Model Site FY 1980, 1979, 1978
Special Project FY 1979

As an NCAH Model Site, the Georgia Retardation Center shared its wealth of experiences in utilizing the arts to enhance the living and learning skills of its residents. Specific activities included: the development of video and slide tapes for program documentation and training, the collection of statistical data to document arts impact, the revision of current evaluation tools, and the review of newly developed curriculum materials. Through Special Project assistance, a related arts teaching guide for specific use with retarded students was designed, tested, and published.

The Georgia Retardation Center is a state owned facility responsible for providing services to mentally retarded and multihandicapped persons and their families.

Funding History:

Model Site activities were supported by NCAH, the Georgia Council on the Arts and in-kind services of the Georgia Retardation Center.

Characteristics:

Handicapping Condition: Mild, Moderate, Severe/ Profound Retardation, Multiply Handicapped

Level: Preschool through Secondary

Setting: State Institution

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban

Available Materials:

Strange Apples, an eloquent book of poetry written by developmentally disabled persons at the Georgia Retardation Center. Available, $2.00, from the Georgia Retardation Center.

Reflections *Funding from NCAH has resulted in an increase of recognition of the value of arts for the handicapped as reflected in recognition of individual student artwork, increased demand for in-service and additional statewide VSAF sites.*

Pat Champ, Director Music Education

GREAT OAKS CENTER
12001 Cherry Hill Road
Silver Spring, MD 20904
(301) 595-5000

Special Project/Model Site Program Description

Dates: Special Project FY 1979

At Great Oaks Center, an NCAH Special Project provided mentally retarded residents with the opportunity to explore theatre activities. Experienced theatre arts professionals guided both the staff and participating residents through a series of special workshops designed to improve physical, mental and social abilities. Workshop activities culminated with a performance presented at the Center. As a result of this project residents learned to use leisure time in a postive, productive manner.

Great Oaks Center is a state residential treatment center serving mentally and physically handicapped persons and their families in Southern Maryland.

Funding History:

Project activities were supported entirely by NCAH and in-kind contributions of Great Oak Center.

Characteristics:

Handicapping Condition: Moderate, Severe/Profound Retardation

Level: Preschool through Secondary

Setting: Special Education Facility

Art Form: Drama

Focus: Personnel Preparation, Program Development

Geographic Setting: Suburban

Available Materials:

For copies of articles describing project activities, contact the Volunteer Services Department, Great Oaks Center.

Reflections *The freedom the participants felt from the improvisation really gave us an awareness of their prior experiences -- of who and what they were all about.*

Mary Reese Volunteer Services Coordinator 74

ILLINOIS OFFICE OF EDUCATION
100 North First
Springfield, IL 62777
(217) 782-2826

Special Project/Model Site Program Description

Dates: Special Project FY 1979

The Illinois Office of Education utilized 1979 Special Project funding to insure continued implementation of the Illinois Arts in General Education State Plans Specialized Arts Component. Through the development of materials, processes and arts curricula structures, and the establishment of a dissemination network local education agencies developed arts programs based on their community and needs. A viable model for other state departments of education to use in building local arts programs for the special needs of the handicapped resulted.

The Illinois Office of Education is a state agency responsible for the establishment and implementation of State education policies.

Funding History:

In addition to NCAH funding, a project grant was allotted to the Illinois Office of Education by the U.S. Department of Health, Education and Welfare.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

Arts Activities for the Handicapped, contains arts activities and lesson plans contributed by Illinois teachers which are designed to teach basic skills to children with varying disabilities. Contact the Illinois State Board of Education.

Reflections *It is our hope that the use of these varied arts activities...will stimulate continued enthusiasm for arts among all participants.*

Donald G. Gill, State Superintendent of Education

IMAGINATION WORKSHOP
NEUROPSYCHIATRIC INSTITUTE, UCLA
760 Westwood Plaza
Los Angeles, California 90024
(213) 451-4537

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, the Imagination Workshop (IW) utilized professional theatre and film artists to work with hospitalized psychiatric patients. Employing an original therapeutic approach based on acting techniques, the IW process emphasizes the disciplined use of imagination rather than emotional catharsis. By playing characters far removed from themselves, seriously-ill patients are able to tolerate social situations, develop social skills, and strengthen and define ego boundaries. A documentary handbook, Theatre Discipline and Mental Health, explains the IW program and illustrates their techniques.

The IW is a national arts program, in practice at the Mt. Sinai Hospital, New York Hospital, Cornell Medical Center, and the Neuropsychiatric Insitute of UCLA.

Funding History:

The Imagination Workshop receives support from a wide variety of foundations, corporations and government agencies, including: the Department of Labor, CETA, the National Endowment for the Arts, and the California Arts Council.

Characteristics:

Handicapping Condition: Emotionally and Behaviorally Disturbed, Learning Handicapped, Multiply Handicapped

Level: Secondary, Post-Secondary

Setting: Hospitals

Art Form: Drama

Focus: Research, Personnel Preparation, Curriculum Development, Media Development, Dissemination

Geographic Setting: Urban

Available Materials:

Theatre Discipline and Mental Health, a documentation of Imagination Workshops artistic programs using trained actors to work with psychiatric patients in hospitals and out-patient facilities. Available, $3.00, from NCAH.

Reflections *We discovered that even in those patients who were most severely regressed...the creative spirit, is the last thing to go...*

Lyle Kessler, Director

INSTITUTE FOR THE STUDY AND DEVELOPMENT
OF YOUTH THEATRE, INC.
P.O. Box 3295
Hartford, Connecticut 06103
(203) 727-4048

Special Project/Model Site Program Description

Dates: Special Project FY 1980

As a Special Project, the Institute for the Study and Development of Youth Theatre, Inc. (ISDYT, Inc.) provided special education teachers an opportunity to experience drama and movement activities. Through a series of in-service workshops, experiential and didactic materials guided the teachers in learning how to implement activities appropriate to their individual classroom needs. Follow-up artist-in-the-classroom assistance helped to insure the project success. Videotapes and a written narrative documented the project.

The ISDYT, Inc. provides comprehensive theatre programming and consultation work in the greater Hartford area.

Funding History:

Project activities were supported entirely by NCAH funding and ISDYT, Inc. in-kind contributions.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten, Primary

Setting: Self-Contained Classroom

Art Form: Drama, Dance

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban, Suburban

Available Materials:

Drama and Movement for Special Education, A Handbook for Teachers, an instructional handbook and an accompanying videotape are available by contacting ISDYT, Inc.

Reflections *Due to the success of this project, we were able to continue using the model and expanding it to include a greater variety of teachers and student populations.*

Constance Washburn, Executive Director

IOWA SCHOOL FOR THE DEAF
1600 Highway 275
Council Bluffs, Iowa
(712) 366-0571

Special Project/Model Site Program Description

Dates: Special Project FY 1982

At the Iowa School for the Deaf, Special Project activities addressed a nationwide educational need on a local level -- developing strategies for the integration of art as an instructional tool into classrooms for the hearing impaired and developing an integrated arts curricular for local, regional and national dissemination. "Thumbs Up! A Creative Approach to Teaching the Hearing Impaired," and a slide/tape presentation "Thumbs Up!" have been designed to expose others to the concept of integrating the arts into the classroom content.

The state-sponsored School for the Deaf, a learning resource center with academic and vocational education, serves residents in Iowa under 21 years of age whose hearing loss is too severe to acquire an education in the public schools.

Funding History:

To adequately meet the project's funding needs, additional support was requested and provided by consultants and personnel from Iowa Regent's Universities, the Iowa Department of Public Instruction, the Joslyn Museum, Gallaudet College (DC) Special School of the Future Program, and the Iowa School for the Deaf.

Characteristics:

Handicapping Condition: Hearing Impaired, Speech and Language Handicapped, Multiply Handicapped

Level: Preschool through Secondary

Setting: Special Education Facility, Museum

Art Form: Drama, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Suburban

Available Materials: "Thumbs Up! A Creative Approach to Teaching the Hearing Impaired," an integrating-the-arts resource guide and a separate slide-tape presentation. Slide-tape available, $20.00, from NCAH. Resource guide soon to be released. Contact NCAH for further information.

Reflections *Based on participant response, the Special Project was entirely worthwhile, informative, and entertaining. Art is now perceived by the participants as a method of instruction, not just a "cute" addition to a lesson.*

Wade M. Karli, Project Coordinator

JEFFERSON COUNTY PUBLIC SCHOOLS
1209 Quail Street
Lakewood, Colorado 80215
(303) 234-7000

Special Project/Model Site Program Description

Dates: Model Site FY 1977, Special Project FY 1979

With financial support from the NCAH Model Site Program, in 1977 the Jefferson County (JEFFCO) Arts in Education Program initiated a special program for the handicapped. The program centered around designing and implementing "A Special Arts In-Service Program" (ASAIP) for classroom teachers, arts specialists and special education teachers and school administrators. In 1979, JEFFCO was awarded Special Project funding to develop a film for use in teacher training. The resulting film "Clay in a Special Way", communicates directly to administrators, parents and teachers that handicapped children can receive quality art education in a regular classroom setting.

The JEFFCO Arts in Education Program is an interdisciplinary arts program, centered around training teachers in using the arts to complement the existing curriculum.

Funding History:

The ASAIP received initial funding from NCAH, additional monies were provided by AAE as part of JEFFCO's 10 day "Imagination Celebration", jointly sponsored by the Department of Special Education. Special project activities were funded entirely by NCAH and in-kind services of the JEFFCO Public Schools.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Regular Education Classroom

Art Form: Visual Arts

Focus: Personnel Preparation, Media Development

Geographic Setting: Rural

Available Materials:

"Clay in a Special Way", 16mm film, documents an art teacher's pottery workshop with handicapped and non-handicapped children in an integrated classroom. Available, $20.00, from NCAH.

Reflections *Overall, the greatest result has been that we know special children really can fit into a regular classroom; and that given the time and resources and the energy of a good teacher, we can get the job done.*

Larry Schultz, Coordinator, Art Education

THE LAB SCHOOL OF WASHINGTON
1809 Phelps Place, NW
Washington DC, 20009
(202) 338-9043

Special Project/Model Site Program Description

Dates: Model Site FY 1981, Special Project FY 1979

The Lab School of Washington, formerly the Lab School of the Kingsbury Center, provides a unique educational model for children and youth with severe learning disabilities. By incorporating the arts and an academic club method, students gain specific academic skills. As a Model Site, the Lab School disseminated a variety of written materials and conducted awareness activities relative to the use of arts with disabled students. With the assistance of NCAH Special Project funding, a slide-tape presentation providing a look at this innovative program was developed.

The Lab School, a private day school, has pioneered in teaching academic skills through the arts to intelligent children with severe learning disabilities.

Funding History:

Lab School Model Site and Special Project activities were funded by NCAH, tuition and fees, individual, private and corporate foundation gifts and grants.

Characteristics:

Handicapping Condition: Learning Disabled

Level: Kindergarten through Junior High

Setting: Special Education Facility

Art Form: Music, Dance, Drama, Visual Arts

Focus: Curriculum Development, Media Development, Dissemination

Geographic Setting: Urban

Available Materials: "Arts Central to Learning," a 30-minute slide-tape presentation, provides an overview of the Lab School program which integrates therapies and techniques with such artist skills as collage, woodwork, music, filmmaking, dance and puppetry. Available, $20.00, from NCAH.

Reflections *I found the association with NCAH to be stimulating, always learning what was going on in the USA in arts for handicapping conditions, meeting "like minds and wild spirits." NCAH helped many in the USA come to know our program too.*

Sally L. Smith, Director, Lab School of Washington

LIFELINE CENTER
84-74 169 Street
Jamaica, NY 11432
(212) 523-3560

Special Project/Model Site Program Description

Dates: Model Site FY 1979

As an NCAH Model Site, the theatre arts program at Lifeline Center demonstrated the inherent values of performing arts with seriously emotionally disturbed children. The program was designed as a therapeutic-educational tool for children experiencing severe difficulties adjusting to everyday problems. Academic, social and creative arts skills were developed as a direct result of putting on theatrical productions and preparing for performances. A special performing arts group, known as "Bob's Gang," publicly showcased their talents while at the same time demonstrated the program's success to the public at large.

Lifeline Center is a day school and treatment center for seriously disturbed children.

Funding History:

Model Site Program activities were supported by NCAH and in-kind contributions of Lifeline Center.

Characteristics:

Handicapping Condition: Emotionally Disturbed

Level: Elementary

Setting: Day Treatment Center

Art Form: Dance, Drama, Music

Focus: Program Development, Dissemination

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *There is a need for these children to have opportunities to be able to give in a positive way and thus become a more productive member of society.*

Robert Calderon, Program Coordinator

LOGAN ELM PRESS & PAPER MILL
DEPARTMENT OF ARTS EDUCATION
OHIO STATE UNIVERSITY
340 Hopkins Hall, North Oval Hall
Columbus, Ohio 43215

Special Project/Model Site Program Description

Dates: Special Project FY 1982

In 1982, Special Project funds provided an apprenticeship program at the Logan Elm Press and Paper Mill. Moderately mentally retarded learners, ages of 15-22, were instructed in the book arts and published books of poetry designed for the mentally retarded in an edition of two hundred and fifty copies each. Blissymbolics, a substitute for the alphabet which is used by physically handicapped and mentally retarded individuals who cannot speak or sign, were basic to each text.

The Logan Elm Press and Paper Mill is the arts-of-the-book laboratory of The Ohio State University College of the Arts, Department of Art Education. The Press was established to study, preserve and foster fine bookmaking.

Funding History:

The Logan Elm Press actively seeks funds from outside of the Ohio State University for new and on-going projects. The Press has received a grant from the Ohio Arts Council. In addition, a major fundraising campaign tapping members of the Ohio Printing Industries Association has been launched.

Characteristics:

Handicapping Condition: Moderate Retardation

Level: Junior High through Post-Secondary

Setting: University

Art Form: Visual Arts, Poetry

Focus: Research, Dissemination

Geographic Setting: Urban

Available Materials:

Chapbooks, designed to make noted poetry accessible to persons who cannot read phonetic alphabets. Available in limited supply from Logan Elm Press, (614) 422-0421.

Reflections *I know that our research would not have been able to proceed on the scale that it did without the NCAH support.*

Doug Blandy, Project Coordinator

LOON AND HERON THEATRE
194 Boylston Street
Brookline, MA 02146
(617) 232-1715

Special Project/Model Site Program Description

Dates: Model Site FY 1982

The Loon and Heron Theatre, comprised of performing artists and art educators, works toward promoting theatre accessibility and integrated arts education for children of all ages and needs. As an NCAH Model Site Program, the Theatre created a written and photographic documentation of their exemplary educational and performing programs. Documentation includes a comprehensive overview of the methods used by actors, directors and designers to make productions fully accessible to all children.

The Loon and Heron Theatre is a nonprofit touring company based in Boston. The Theatre serves as an advocacy group for greater awareness, increased integration and participation for all in the dramatic arts.

Funding History:

Model Site program activites were supported by NCAH, the Digital Equipment Corporation and in-kind contributions of the Loon and Heron Theatre.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Elementary through Post-Secondary

Setting: Performing Arts Centers, Schools, Hospitals, Community Facilities

Art Form: Drama

Focus: Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

Something Very Special: A Handbook in Making Theatre Accessible to Children with Special Needs, to be available late 1984. Contact Loon and Heron Theatre for more information.

Reflections *Through examining our process and making it understandable to others, we have come to realize that it is commitment, not expertise. This has encouraged us and...others to reach out to new audiences... and explore new areas of theatre.*

Joan Schwartz, former Program Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education
450 N. Grand Avenue
Los Angeles, California 90012
(213) 625-6701

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, the Los Angeles Unified School District utilized arts efforts to expand the skills of the severely handicapped child and to enrich or reinforce the concepts of the basic skills program for those less severely involved. Activities included in-service teacher training, community arts activities, special arts exhibitions, and the development of an arts registry. In addition, an expanded curriculum which includes all of the arts was integrated into all special education schools and programs.

The Los Angeles Unified School District, in urban Los Angeles, is the second largest public school system in the U.S., with a school enrollment of approximately 600,000 students.

Funding History:

The L.A. Unified School District received additonal funding from the National Endowment for the Arts: Interdisciplinary Artists-in-Residence Model; CA State AB65, AB551: Staff Development; CETA, Title VI, City of L.A.: Artists in Residence Model Sites Project; and private foundaions.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility, Hospital, Museum/Gallery

Art Form: Dance, Drama, Music, Visual Arts

Focus: Curriculum Development, Personnel Preparation, Media Development

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *As we sought resources for children, we developed closer working relationships with others seeking to support the Arts. As a result, our children with special needs became more involved and visable in the mainstream.*

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Victor A. Signorelli, Director of Special Schools

LOUISIANA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES
Box 44068
Baton Rouge, LA 70804
(504) 342-0181

Special Project/Model Site Program Description

Dates: Special Project FY 1981, 1979

Under a 1981 Special Project Grant, the Lousiana State Department of Education developed training modules in dance/movement for teachers of pre-school handicapped children. Activities included conducting comprehensive training workshops; orchestrating an instructional television production; and developing a training manual, videotape and resource directory. In 1979, a structured cross-over training program for special, regular and art education teachers was developed. Activities focused on training teachers in providing arts experiences to handicapped students, fostering communication between and among disciplines, and developing a cadre of teachers for statewide resource and in-service assistance.

The Lousiana State Department of Education provides services and leadership resources to educational programs and agencies across the state.

Funding History:

Special Project activities were supported by NCAH, Northeast University, Benny & Smith Company, Benis Jamson Company, LA Association for Retarded Citizens, and in-kind services of the LA Department of Education.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility, University, Camps

Art Form: Dance

Focus: Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

FIRST MOVES: Dance Movement for Preschool Handicapped Children, provides basic knowledge for establishing a dance/movement program within the classroom. Videotape, $20.00; complementary training manual, $1.00, available from NCAH.

Reflections *Dance/Movement in special education touches the fibers of life and expresses the substance of being. It can be a powerful medium for coming to terms with oneself and others.*

Mazie Malveaux, Director
Arts for Exceptional Children

MAGIC MOVERS
FINE ARTS BUILDING
UNIVERSITY OF MONTANA
MISSOULA, MONTANA 59812
(406) 243-4552, 4641

Special Project/Model Site Program Description

Dates: Special Project FY 1982, 1980

A two-time recipient of NCAH Special Project funds, Magic Movers meets the need for hands-on drama/dance arts experiences in a large, predominantly rural state. In 1980, a series of participatory performances in creative movement/drama for handicapped students and in-service training workshops for their teachers were conducted. "To Feel, To Move, To Dance," a training manual and accompanying videotape resulted. In 1982, an original show was developed and performed by a group of handicapped and gifted and talented students and a guide for developing creative action for performance was written.

The Magic Movers is a professional touring company affiliated with the University of Montana's Department of Drama/Dance

Funding History:

Magic Movers receives funding for various projects and programs from individual sponsors, University of Montana Foundation, and Montana Arts Council. A grant from the Montana Arts Council provided statewide programming for the handicapped in 1980-1981.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Self-Contained Classroom, Sheltered Workshop, Day Activity Center, Hospital, University, Performing Arts Center

Art Form: Dance, Drama

Focus: Curriculum Development

Geographic Setting: Urban, Suburban, Rural

Available Materials:

To Feel, To Move, To Dance, a manual of creative movement/dramatics activities designed to instruct mildly and severely handicapped individuals. Available for $6.50, accompanying videotape, $20.00, from NCAH or Magic Movers.

Reflections *This project opened many new doors for arts for the handicapped. Appropriate arts personnel in the area saw the point and are now providing expanded services for the handicapped.*

Nancy Brooks Schmitz, Executive Director

Margaret Chapman School
5 Bradhurst Avenue
Hawthorne, NY 10532
(914) 592-8526

Special Project/Model Site Program Description

Dates: Model Site FY 1978

In 1978, the Margaret Chapman School served as an NCAH Model Site. Activities centered around a special program of interdisciplinary arts to develop technical and social skills of the developmentally disabled. Using a traveling puppetry troupe as the focus, students increased communicative skills of speech, facial expression and body language. Presentations in the community served to enhance the image of the particular students involved and helped the public know the accomplishments that can be made by severely handicapped people.

The Margaret Chapman School, a residential care center for severely handicapped persons, provides semi-independent living for up to 138 students.

Funding History:

Model Site activities were funded in joint by the Margaret Chapman School and NCAH.

Characteristics:

Handicapping Condition: Severe/Profound Retardation

Level: Preschool through Secondary

Setting: Special Education Facility

Art Form: Puppetry, Visual Arts

Focus: Program Development, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials:

Puppetry, A Special Kind of Magic, by Linda Anderson, a guide for producing a puppetry program with handicapped performers. Available, $2.00, from the Margaret Chapman School and NCAH.

Reflections *Serving as a Model Site gave us the opportunity to expand our students' horizons and to make ourselves available to others.*

Eileen Bisordi, Executive Director

MARYLAND-NATIONAL CAPITOL PARK
AND PLANNING COMMISSION
Special Populations Division
6600 Kenilworth Avenue
Riverdale, Maryland 20737
(301) 699-2460

Special Project/Model Site Program Description

Dates: Special Project FY 1980

The Maryland-National Capitol Park and Planning Commission (M-NCPPC) designed and omplemented an NCAH Special Project which focused on personnel preparation. Project acitivites included conducting an extensive needs assessment to determine the extent of their training in arts and the handicapped, and a consequent training program for therapeutic recreation professionals and students. A manual of activities, model programs and resources for therapeutic recreation practitioners was developed and disseminated. The manual specifically addresses arts and the handicapped in leisure-oriented settings.

M-NCPPC, established in 1927, makes available a wide range of facilities and leisure activities to the residents of Prince George's County.

Funding History:

Special Project activities were supported by NCAH, the Maryland Arts Council, the Maryland Therapeutic Recreation Society and in-kind contributions from M-NCPPC.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Special Education Facility, Sheltered Workshop, Day Activity Center, Hospital, Community Arts Center

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation

Geographic Setting: Suburban, Rural

Available Materials:

"Integrating the Creative and the Recreative in Therapeutic Recreation Programs: A Manual of Creative Arts Program Strategies and Resource Awareness. Available, free, M-NCPPC.

Reflections *...project impact has been demonstrated by an increase in the quality of arts programs offered, in the inclusion of disabled artist into art shows, performances, etc.*

Peggy Hoffman, Coordinator
Special Populations Division

MONTGOMERY COUNTY PUBLIC SCHOOLS
Interrelated ARTS Program
12518 Greenly Drive
Silver Spring, MD 20906
(301) 942-8081

Special Project/Model Site Program Description

Dates: Special Project FY 1979, 1978

Interrelated ARTS (Arts Resource Team in the Schools), a teacher training program, provides assistance, training and support to classroom teachers of both handicapped and nonhandicapped students. The self-renewing design of the program provides for interrelating all art forms into the basic classroom curriculum. As a Special Project, a model in-service training program for special education teachers was developed and implemented. The model included: after-school workshops, in-class demonstrations, planning periods, workshops with outside consultants, and a 3 credit in-service course.

Montgomery County Public Schools, Interrelated ARTS Program provides teachers and students with year-round, hands-on training and arts experiences.

Funding History:

The model in-service program for Special Education teachers was funded by NCAH and the Montgomery County Public Schools.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Elementary

Setting: Regular Education Classroom, Self-Contained Classroom

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Suburban

Availabie Materials:

Arts Activities Bank for Parents, designed for parents to use at home with disabled young people. For more information, contact Interrelated ARTS Program.

Reflections *It is our hope that these activities will help bring the arts on a more regular basis into the lives of handicapped young people while developing basic learning skills, self-concept and interest in the arts.*

Foline Kukuk, Coordinator
Interrelated ARTS Program

MUSIC EDUCATORS NATIONAL CONFERENCE
1902 Association Drive
Reston, VA 22091
(703) 679-3200

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As a Special Project, the Music Educators National Conference (MENC) addressed the need for large scale immediate teacher training at both the in-service and pre-service levels. The Project's primary goal was to produce a series of syllabi for training activities through which music educators could be trained to fulfill their responsibility to handicapped learners. A unique aspect of the project was that these syllabi were prepared by teams consisting of music educators, special educators and music therapists. The resulting guide, "In Tune with 94-142," is both a documentation of the Special Project and a guide to music teacher trainers.

MENC is a national membership organization representing all aspects of music education.

Funding History:

Project activities were supported entirely by NCAH and MENC.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Elementary through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom

Art Form: Music

Focus: Personnel Preparation, Curriculum Development, Dissemination

Geographic Setting: Urban, Suburban, Rural

Available Materials: In Tune With P.L. 94-142: A Guide For Training Teachers Responsible For Music Education of Handicapped Learners, a manuscript addressing issues regarding P.L. 92-142 and outlining in-service training workshops for music educators. Available, $5.00, from NCAH.

Reflections *As a direct result of this project a national level chair and committee for Music Education for Handicapped Learners was established. To date over 30 states have identified state liaisons.*

Marlynn Likens, Executive Assistant MENC

THE MUSIC FOUNDATION FOR THE
VISUALLY HANDICAPPED OF CONNECTICUT
Arnold Bernhard Arts & Humanities Bldg. Rm 211
University of Bridgeport
Bridgeport, Connecticut
(203) 366-3300

Special Project/Model Site Program Description

Dates: Special Project FY 1980

Through the assistance of NCAH Special Project funding, The Music Foundation for the Visually Handicapped of Connecticut (MFVH) designed, developed and tested instructional tools to help make the regular music curriculum in public school systems accessible to the visually handicapped child. The developed materials are also applicable for use by the whole class. As an additional result of project activities, a team of experts in the field of music education for the blind was established. These experts are available to any educational system or agency wanting to develop this type of special program.

The MFVH provides musical instruction and instruments to legally blind and visually handicapped residents of Connecticut.

Funding History:

In addition to NCAH Special Project monies the MFVH received support from the Wahlstrom Foundation of Bridgeport, Connecticut.

Characteristics:

Handicapping Condition: Visually Impaired

Level: Preschool through Secondary

Setting: University

Art Form: Music

Focus: Curriculum Development

Geographic Setting: Urban

Available Materials:

Instructional tools and music curriculum resulting from project activities are available on a limited basis. Contact Pat Hart at the MFVH for more information.

Reflections *This Special Project enabled us to delve into the traditional methods of teaching the blind and to come up with some new ideas for both visually handicapped students and blind teachers.*

Pat Hart, Executive Director

NATIONAL DANCE INSTITUTE
244 West 71st Street
New York, New York 10013
(212) 724-8545

Special Project/Model Site Program Description

Dates: Special Project FY 1980

The National Dance Institute (NDI) conducted an NCAH Special Project in 1980. The project's primary goal of bringing dance and performance to hearing impaired children was achieved through a series of free Saturday classes held at the New York State Theatre, Lincoln Center. Each child was encouraged to participate to the best of his/her ability. The children's confidence, skill and coordination were increased as documented through videotapes and films, parent reports, and teachers' observations. The project culminated with a Gala Spring performance at the Felt Forum in New York City.

The NDI is a professional training institute created by Jacques d'Amboise, reknowned dancer with the New York City Ballet. NDI is dedicated to bringing dance into the daily cultural lives of children.

Funding History:

The National Dance Institute receives corporate and foundation contributions from a wide variety of sources. Through a grant from the New York Community Trust, the NDI program for hearing impaired youngsters has continued and expanded.

Characteristics:

Handicapping Condition: Deaf, Hearing Impaired, Multiply Handicapped

Level: Intermediate through Secondary

Setting: Performing Arts Center

Art Form: Dance

Focus: Dissemination, Program Development

Geographic Setting: Urban

Available Materials: "Jump," a 7-minute film, documents Jacques D'Amboise's work with hearing impaired youngsters. Footage includes the Kennedy Center, Imagination Celebration and the Felt Forum Spring Performance. Available for rent or purchase from NDI.

Reflections *The NCAH grant gave us the opportunity to demonstrate the value of dance programming with hearing impaired children; and with that the ability to attract future funding sources.*

Gigi Ledkovsky, Executive Director

NATIONAL TECHNICAL INSTITUTE FOR
THE DEAF AT ROCHESTER
One Lomb Memorial Drive
Rochester, N.Y. 14623

Special Project/Model Site Program Description

Dates: Model Site FY 1980, 1979, 1978

The Performing Arts and Applied Arts programs at the National Technical Institute for the Deaf (NTID) exemplify the role of the arts in the post-secondary experiences of handicapped young adults. The focus of the performing arts program is on the development of self-image through dance/movement, music and theatre, while the Applied Arts program focuses on training deaf young adults in careers in the commercial art world. NTID provides educational opportunities for qualified students from every state in the nation and, through educational outreach, publications and related services, serves deaf persons throughout the world.

NTID's presence at the Rochester Institute of Technology is the world's first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students.

Funding History:

The National Technical Institute for the Deaf is fully funded by the U.S. Department of Education.

Characteristics:

Handicapping Condition: Hearing Impaired

Level: Post-Secondary

Setting: University

Art Form: Music, Dance, Drama, Visual Arts

Focus: Media Development

Geographic Setting: Suburban

Available Materials:

NTID produces a variety of videotapes, books and brochures. For further information, contact NTID at the Rochester Insitute of Technology.

Reflections *We want to work toegether to improve the opportunities to all people.*

Bruce Halverson, Director
Division of Performing Arts

NJ STATE DEPARTMENT OF EDUCATION
225 West State Street
Trenton, NJ 08625
(609) 984-6357

Special Project/Model Site Program Description

Dates: Special Project FY 1982

As an NCAH Special Project, the New Jersey State Department of Education (NJSDE) conducted the second phase of a Leadership Training and Resource Development Model for arts and disabled students. The model focused on training local school staff and other community members to become more proficient in leadership, advocacy and instruction. Collaboration among the various agencies, organizations and programs which have the potential to enrich and develop arts education programs for New Jersey's disabled students was equally explored. A resulting manual further documents and describes these activities.

The NJSDE is the state agency responsible for the establishment and implementation of state education policies for grades K-12.

Funding History:

The first phase of the pilot project was funded by the State Department of Education. The second phase was funded by NCAH monies and in-kind contributions.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Primary through Junior High

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility.

Art Form: Music

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban, Suburban

Available Materials:

Arts for the Handicapped: A Training Model for Staff Development, to help school districts develop a long-range commitment to arts for special needs groups. Available through the New Jersey State Department of Education.

Reflections *...the program...enabled each participant to leave with a multitude of practical ideas and resources that can be readily utilized in the classroom.*

Participant, School Administrator

NEW YORK STATE COMMITTEE, ARTS
FOR THE HANDICAPPED
5 Bradhurst Avenue
Hathorne, NY 10532
(914) 592-8526

Special Project/Model Site Program Description

Dates: Model Site FY 1977, 1979

One of the original NCAH Model Site Programs, the New York State Committee, Arts for the Handicapped, provided a model for Very Special Arts Festival (VSAF) programs throughout the country. Model Site activities focused on the development of training models, national awareness programming and promotional materials. In addition, preliminary research was conducted to measure the impact of VSAF programming with special students. Changes in the special students basic communication skills as well as changes in self-image were assessed. Results indicated that arts activities can be a positive vehicle for student gains.

The New York State Committee, Arts for the Handicapped is a nonprofit corporation organization dedicated to providing quality education programs to handicapped students throughout New York State.

Funding History:

New York State VSAF activities were supported by the New York State Education Department, Office of Education of Children with Handicapping Conditions; the New York State Board of Cooperative Educational Services; the Joseph P. Kennedy, Jr. Foundation; the New York State Special Olympics, Inc.; the Alliance for Arts Education; the National Committee, Arts for the Handicapped; and corporate and private donations.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Public School Districts

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Media Development Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

"New York State Very Special Arts Festival", a 9½ minute, documentary film describing the 1976 Festival program goals and activities. Available for rent, $20.00, from NCAH.

Reflections *We all feel that the arts are very central to all our lives and that no child should be deprived of that experience.*

Jean Kennedy Smith, National Chairperson VSAF Program

NEW YORK UNIVERSITY
Institute of Rehabilitative Medicine
400 E. 34th St.
New York, NY 10016
(212) 340-6191

Special Project/Model Site Program Description

Dates: Special Project FY 1979

In 1979, NCAH Special Project funding assisted the Therapeutic Recreation Department of the New York University Medical Center in developing a special art program for severely spinal cord injured adolescents. Working on the wards, noted mouth-artists taught the youngsters how to use adaptive devices. An exhibit showcasing the participants artwork was held at the hospital. In addition, a slide-show of the artwork was developed.

The Therapeutic Recreation Department of New York University Medical Center serves a wide array of person with hospitalizing conditions.

Funding History:

Special Project activities were funded by New York University Medical Center and NCAH.

Characteristics:

Handicapping Condition: Medically Ill

Level: Intermediate, Secondary

Setting: Hospital

Art Form: Visual Arts

Focus: Program Development

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections None available.

NORMAN HOWARD SCHOOL
2400 Oakview Drive
Rochester, New York 14617
(716) 544-0583

Special Project/Model Site Program Description

Dates: Special Project FY 1982

In 1982 NCAH awarded Special Project funding to the Norman Howard School's program "An Option to Failure: An Experiential Approach to the Arts for Learning Disabled Adolescents." Designed to help students extend their self-identity and enhance their self-worth, this innovative program allowed the students to work in the studios of successful dyslexic artists for a six-week apprentice relationship. A ten-minute slide show documentary of the students' experiences, including results of before and after tests showing the students' increase in confidence, expectations and self-esteem, was prepared for national dissemination.

The Norman Howard School is a private day school designed to meet the needs of learning disabled (dyslexic) adolescents.

Funding History:

As a result of NCAH seed monies, an additional program year continued with funding from coporate and private sources. The Norman Howard School continues to provide in-kind support.

Characteristics:

Handicapping Condition: Learning Disabled

Level: Junior High, Secondary

Setting: Artist Studios

Art Form: Visual Arts

Focus: Curriculum Development

Geographic Setting: Urban

Available Materials:

A slide-tape presentation illustrating project activities is available for rent from NCAH.

Reflections *Best thing we did all year for our students.*

Betsy McIsaac
Norman Howard School

OKLAHOMA INDIAN AFFAIRS COMMISSION
4010 N. Lincoln
Oklahoma City, OK
(405) 521-2285

Special Project/Model Site Program Description

Dates: Special Project FY 1979

Utilizing the traditional role of Indian grandparents as teachers of children, this NCAH Special Project developed a program for serving handicapped Indian preschool children. Through a series of workshops, grandparents received training in art education, early childhood education and special education. At the same time, the grandparents were assisted in the discovery of the important role the arts can play in education. The project identified handicapped children isolated within the Indian communities and linked them up with the appropriate services, and enhanced the self-concepts of participating grandparents.

As a state agency, the Oklahoma Indian Affairs Commission assists Indian tribes and organizations with programs and seminars relating to Indian education.

Funding History:

Special Project activities were supported by NCAH, the Oklahoma Indian Affairs Commission and in-kind services of participating tribes.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool, Elementary

Setting: Indian Reservation, Community Center

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Program Development

Geographic Setting: Rural

Available Materials:

None available at this time.

Reflections *This project was useful to both the participating grandparents and handicapped children... increasing their self worth while adding a little light to their lives.*

Joy Reed, former Project Coordinator

OLD STURBRIDGE VILLAGE
Museum Education Department
Sturbridge, MA 01566
(617) 347-3362 ext. 292

Special Project/Model Site Program Description

Dates: Model Site FY 1978, 1979, 1980

At Old Sturbridge Village, the Museum Education Department operates an exemplary program for special needs youngsters. Built upon the richness of the museum environment, it is specifically designed to broaden and enhance the student's educational and social world. Hands-on activities demand the involvement of the whole child. By feeling, moving, seeing, hearing, smelling and tasting the child learns. Through individualized educational plans the Village experience becomes an essential ingredient in the students' overall learning programs.

Old Sturbridge Village is an outdoor museum of living history whose collections and programs focus on the years between 1790 and 1840.

Funding History:

Old Sturbridge Village has received funding from NCAH, local, state and federal agencies, corporations, foundations and individuals.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Learning Disabled, Visually Impaired, Hearing Impaired, Emotionally Disturbed

Level: Elementary through Secondary

Setting: Museum

Art Form: Dance, Drama, Music, Visual Arts

Focus: Dissemination, National Awareness

Geographic Setting: Rural

Available Materials:

A pamphlet describing accessible locations is available from the Old Sturbridge Village.

Reflections *Within the reach of every community are abundant resources waiting to be tapped.*

Bill Gittes, Director, Old Sturbridge Village 124

OREGON COMMISSION ON ARTS
FOR THE HANDICAPPED
Western Oregon State College
Monmouth, Oregon 97361
(503) 838-1220

Special Project/Model Site Program Description

Dates: Special Project FY 1980, 1979

Adaptive Arts Techniques (AAT), a project of the Oregon Commission on Arts for the Handicapped, received two consecutive Special Project grants. The first year of project operation involved statewide recruitment of arts educators, special educators and arts advocates. These persons attended a workshop focusing on adaptive techniques in movement, ceramics and music. During the second year, AAT expanded activities to include future teachers and community agents. An expanded cadre of qualified persons to act as advocates and trainers in arts for the handicapped programs resulted.

The Oregon Commission on Arts for the Handicapped is a non-profit organization networking arts, education and handicapped agencies and associations throughout the state.

Funding History:

Adaptive Arts Techniques was funded jointly by NCAH, the Oregon State Department of Education, the Oregon Arts Commission, the Oregon College of Education and in-kind contributions of the Oregon Commission on Arts for the Handicapped.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, College, Community Arts Center, Recreation Centers

Art Form: Music, Dance, Drama, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Rural

Available Materials:

Adaptive Arts Techniques II, book, available in limited supply, free, from Oregon Commission on Arts for the Handicapped.

Reflections

... it was money well spent.

Daniel G. Cannon, Project Director

PASADENA COMMUNITY ARTS CENTER
360 North Arroyo Boulevard
Pasadena, CA 91103
(213) 795-5891

Special Project/Model Site Program Description

Dates: Special Project FY 1979

The Pasadena Community Arts Center (PCAC) has long been committed to the development of the arts as a tool for addressing urban problems. As such, their primary goals have been to meet the needs of artists in such areas as counseling and employment. In 1979, NCAH Special Project grant monies assisted PCAC in the development of a model for identification and training of disabled artists. Complementary activities included the coordination and production of two gallery shows and ten performances showcasing the talents of disabled artists. The entire project was documented with slides and photographs.

The PCAC disabled services are co-sponsored with the Center for Living Independently in Pasadena, a self-help agency of the disabled. The two agencies operate interdependently.

Funding History:

Project activities were supported by NCAH, Los Angeles City, CETA I, III, VI, the Methodist Conference, and in-kind services from the Pasadena Community Arts Center and the Center for Living Independently in Pasadena.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Secondary, Post-Secondary

Setting: Community Arts Center

Art Form: Drama, Visual Arts

Focus: Personnel Preparation, Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

For more information on documentary slides and photographs contact PCAC.

Reflections *As a result of this project...the Department of Rehabilitation is now helping artists by paying for school supplies, tuition, and miscellaneous assistance for art majors.*

Linda Turner, Project Coordinator

PUERTO RICAN DEPARTMENT
OF PUBLIC INSTRUCTION
Mayaguez Educational Region
San Juan, Puerto Rico
(809) 764-8059

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, the Puerto Rican Department of Public Instruction developed an interrelated arts program at a special education school for children. Their primary objectives were to impact the school with an arts team, infuse the arts into the curriculum, and in turn measure the result. Additional efforts centered on: creating consciousness among governmental and community leaders, helping teachers understand that even the most severe cases can enjoy and benefit from arts experiences, and helping industry and commerce understand that disabled persons with special abilities are excellent employees.

The Mayaguez Educational Region of the Puerto Rican Department of Public Instruction oversees the special education activities throughout sixteen school districts.

Funding History:

This project was funded by NCAH, in-kind services of the Puerto Rican Department of Culture, The San Juan Jaycees and contributions from local galleries and individuals.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Language Handicapped, Emotionally Disturbed, Multiply Handicapped

Level: Elementary through Secondary

Setting: Special Education Facility

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development, Research

Geographic Setting: Urban

Available Materials:

None Available at this time.

Reflections *We believe that the integration of the Arts Program is an important component to the different educational programs offered for the handicapped children and that it contributes positively to the child's well being.*

Gloria Bermudez De Miranda, Project Coordinator

THE RAINBOW COMPANY CHILDREN'S THEATRE
821 Las Vegas Boulevard North
Las Vegas, Nevada 89101
(702) 386-6553

Special Project/Model Site Program Description

Dates: Model Site FY 1982, 1981, 1980, 1979, 1978
Special Project FY 1981, 1979

The Rainbow Company Children's Theatre served as an NCAH Model Site from 1973 to 1982. Comprised of handicapped and nonhandicapped children and adults, the company offers a comprehensive program integrating handicapped persons at all levels of theatre experience. In 1981, Special Project funding provided training for mentally handicapped adolescents and their gifted peers for a world premier production of a new play entitled "Odd Man Out." In 1979, "Special Class," an original play designed for a child audience to deal with the subject of handicappism was the company's focus.

The Rainbow Company, sponsored by the City of Las Vegas Department of Recreation and Leisure Acitivites, provides a full spectrum of theatre productions and activities for children and youth.

Funding History:

Rainbow Company receives funding from the City of Las Vegas' Department of Recreation and Leisure Activities and an independent non-profit group, Friends of the Rainbow Company. Class revenues, season subcriptions and ticket sales insure a long-term, ongoing continuation of all existing programs and activities.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Primary through Secondary

Setting: Performing Arts Center

Art Form: Drama

Focus: Personnel Preparation, Media Development Dissemination

Geographic Setting: Urban, Suburban

Available Materials:

Public information materials are available by contacting The Rainbow Company Children's Theatre.

Reflections *My personal experience -- some humorous, some frustrating, many rewarding -- have shown that theatre can be a tremendous outlet for handicapped youngsters, with both the art and the artist enriched by their participation.*

Jody Johnston , Managing Coordinator

RHODE ISLAND STATE COUNCIL
ON THE ARTS
312 Wickenden Street
Providence, Rhode Island 02903
(401) 277-3880

Special Project/Model Site Program Description

Dates: Special Project FY 1980, 1979

The Rhode Island State Council on the Arts (RISCA) received two NCAH Special Project grants. In 1980, a network of special education departments, regional libraries and the RISCA Special Contingency Program provided special storytelling sessions for disabled and non-disabled children. An accompanying training component for teachers, librarians and other interested persons complemented the sessions. In 1979, project activities centered on the development and implementation of a comprehensive statewide model program. The program was designed to increase availability and awareness of quality arts experiences.

The RISCA is a state agency created in 1967 to improve, insure and assist the state's arts industry.

Funding History:

The special storytelling program was funded by NCAH, the National Endowment for the Arts, and the Special Constituency Program at RISCA.

Characteristics:

Handicapping Condition: Mild Retardation, Visually Impaired, Emotionally and Behaviorally Disturbed, Learning Disabled, Non-Handicapped

Level: Primary, Intermediate

Setting: Self-Contained Classroom, Recreation Center

Art Form: Drama

Focus: Program Development, Personnel Preparation, Dissemination

Geographic Setting: Urban

Available Materials:

Storytelling in the Arts: Exploration for Handicapped Children, demonstrates and documents storytelling sessions conducted at public libraries and schools. Available free upon request from RISCA.

Reflections *"The storytelling project enabled us to explore ways to develop the creativity of handicapped children and to establish new links with the library."*

Christina A. White, Executive Director

ROCKFORD PARK DISTRICT
1401 North Second Street
Rockford, IL 61107
(815) 987-8845

Special Project/Model Site Program Description

Dates: Model Site FY 1978, 1979, 1980
Special Project FY 1979, 1980

The high quality Rockford Park District Programs for the handicapped -- Camp Sunshine, an arts program for developmentally disabled children; Our Gang, where parents and their disabled children can enjoy arts activities together; and the Special Arts Fair, where disabled young adults work together to prepare a musical stage show for the community -- served to exemplify NCAH Model Site activities. Emphasis on teacher training, media development and technical assistence led to two complementary Special Projects -- Icarus and Other Flights, a book describing activities at Camp Sunshine; and Camp Lite-Up for Burnouts, a series of workshops offering a variety of activities and providing new resources for use in the classroom.

The Rockford Park District is a comprehensive municipal recreation agency.

Funding History:

Model Site and Special Project activities were funded by NCAH, Rockford Board of Education, Rockford Council for the Arts and Sciences, in-kind contributions of the Rockford Park District, private and public donations.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Secondary

Setting: Library, Community Arts Center, Recreation Center, Camp, University

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Media Development, Dissemination, Program Development

Geographic Setting: Suburban, Rural

Available Materials:

LITE UP YOUR CLASSROOM: A MANUAL FOR BURNOUTS, a documentation of workshops for arts and special education teachers to provide them with fresh ideas for integrating the arts into their programs. Available, $2.50, from NCAH.

Reflections *When the arts are used to excite and elicit very individual responses, then stronger identities and unexpected creativity may emerge.*

Miriam Perrone, Director, Camp Sunshine

SAN FERNANDO VALLEY ARTS COUNCIL
9055 Reseda Boulevard
North Ridge, California 91328
(217) 886-2787

Special Project/Model Site Program Description

Dates: Model Site FY 1977, 1978

In 1977 and 1978, the San Fernando Valley Arts Council served as an NCAH Model Site artist-in-residence project. Qualified personnel in the arts and special education worked together to develop quality educational experiences in all the arts by creating new strategies for artists to relate to the handicapped, and also by designing new devices for enabling handicapped youth and adults to participate in arts experiences. This program served as a national pilot model by showcasing the effectiveness of an artists-in-residence program which served both the physically handicapped and developmentally disabled populations in a large urban area replete with cultural resources.

The San Fernando Valley Arts Council is a community arts agency dedicated to helping insure the availability of arts for everyone.

Funding History:

Model Site activities were supported by NCAH, the Veterans' Memorial Cultural Arts Center, and the Los Angeles County Department of Parks and Recreation.

Characteristics:

Handicapping Condition: Orthopedically Handicapped, Trainable Mentally Retarded

Level: Primary, Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Cultural Arts Center, Facility, Recreation Center

Art Form: Music, Dance, Drama, Visual Arts

Focus: Curriculum Development, Personnel Preparation

Geographic Setting: Urban

Available Materials:

"28 Tonite," 26 minute/black and white video-cassette, describes the San Fernando Valley Arts Council's Artist-in-Residence program. Available, $20.00, rent, NCAH.

Reflections *It is the artist who as a creative agent will establish the basis for meaningful aesthetic experiences and open up the world of the arts for the handicapped.*

Joan Newberg, Executive Director

SARA'S CENTER
(NORTH SHORE CREATIVE REHABILITATION
CENTER INC.)
78 Middle Neck Rd.
Great Neck, NY 11024
(516) 482-1550

Special Project/Model Site Program Description

Dates: Model Site FY 1982
Special Project FY 1978

SARA's Center, also known as North Shore Creative Rehabilitation Center, provides arts programming at the facility as well as in the community. Four major programs: the Special Expressive Arts Program; Loving, Learning and Living Skills; and Social and Recreation programs that focus on the arts received NCAH Special Project attention in 1978. In 1982, the Center served as a national demonstration center, providing technical assistance to arts educators, special education instructors, administrators, parents, cultural leaders and program directors. An explanatory brochure provides documentation of this exemplary program.

This non-profit private community center offers integrated, interrelated arts programming to all handicapped individuals in the community at large.

Funding History:

Sara's Center opened seven years ago and began a funding program that involved the community. Major funding sources include: community contributions, corporate support, tuition fees, fundraising events, United Community fund, private foundation and a small amount from governmental sources.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Secondary, Post-Secondary

Setting: Day Activity Center

Art Form: Music, Dance, Drama, Visual Arts, Poetry

Focus: Personnel Preparation, Dissemination

Geographic Setting: Suburban

Available Materials:

Brochures describing program activities are available, free, from Sara's Center.

Reflections *On reflection...we at Sara's Center are very grateful for all we have learned. We feel we have contributed to the growth of arts for the handicapped movement.*

Marion Berliner, Executive Director, Sara's Center

SEATTLE PUBLIC SCHOOLS
815 Fourth Avenue, North
Seattle, Washington 98109
(206) 587-3490

Special Project/Model Site Program Description

Dates: Special Project FY 1979

In 1979, the Seattle Public Schools received Special Project funding to assist in the development of in-service training materials. A series of four video-tapes and accompanying teacher's manual were developed. The materials were designed to afford special education teachers with the comfort and primary skill necessary for integrating art into the overall education of children with special needs. The materials are currently used within the Seattle Public Schools system.

The Seattle Public Schools provide comprehensive public educational services for all residents of the urban Seattle area.

Funding History:

Special Project activities were funded jointly between the Seattle Public Schools and NCAH.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Kindergarten through Secondary

Setting: Special Education Classroom, Resource Room

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Media Development

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *If process is more important than product, we accomplished our goal.*

Judith Meltzer, Arts Resource Specialist

SOUTHERN CONNECTICUT STATE COLLEGE
SPECIAL EDUCATION DEPARTMENT
P.O. Box 3144
New Haven, CT 06515
(203) 397-4491

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, a new program at Southern Connecticut State College (SCSC), Interdisciplinary Arts/Special Education College Concentration, trained teachers to use the arts with handicapped people. Through a cooperative effort on the part of the music, dance, art, theatre and special education faculty, students were introduced to the arts, provided with the theory and practical application in each area, and ultimately involved special children in the community. In addition, SCSC designed a curriculum in Interdisciplinary Arts/Special Education that can be replicated and shared with other institutions of higher learning across the country.

Southern Connecticut State College is a fully accredited state institution of higher education.

Funding History:

The Interdisciplinary Arts/Special Education College Concentration was funded jointly by NCAH and Southern Connecticut State College

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Post-Secondary

Setting: College

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban

Available Materials:

For more information on the Interdisciplinary Arts/ Special Education curriculum contact the Special Education Department at SCSC.

Reflections *The Interdisciplinary Arts/Special Education College Concentration was a new program which, for the first time at SCSC, trained teachers to use the arts with handicapped people.*

Barbara Heinisch and Beverly Gerber
Project Coordinators

SOUTHERN ILLINOIS UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION
Carbondale, Illinois 62901
(618) 453-2263

Special Project/Model Site Program Description

Dates: Special Project FY 1981

Recognizing that the majority of Special Education teachers have received little or no training in the arts, this Special Project provided arts training at the university level. An intensive program offering theoretical and practical training was held on five Saturdays, followed by a five-day summer practicum week at a Southern Illinois University facility. The project was offered for Continuing Education Units or for University credit of three semester hours. A university level syllabus for conducting arts for the handicapped courses for special education teachers resulted from project activities.

Southern Illinois University at Carbondale is a fully accredited state institution of higher education.

Funding History:

This Special Project was funded entirely by NCAH and in-kind services of the Southern Illinois University.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation

Level: Preschool through Secondary

Setting: University, Recreation Center/Camp

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation, Curriculum Development

Geographic Setting: Urban, Rural

Available Materials:

For more information concerning the university level syllabus, contact Cathrine McHugh, School of Music, Southern Illinois University.

Reflections *Previously, there was little emphasis placed on the arts in the Special Education Program at Southern Illinois University...this project remedied that omission.*

Dr. Catherine McHugh, Project Director

SPEED DEVELOPMENTAL CENTER
1125 Division
Chicago Heights, Illinois 60411
(312) 481-6100

Special Project/Model Site Program Description

Dates: Model Site FY 1980, 1979, 1978

SPEED Developmental Center served as an NCAH Model Site for three consecutive years. The on-going, day-to-day instruction at SPEED included all of the arts and involved the instructors and aids in a comprehensive program of performing and learning together. Specifically, Model Site Program activities included: planning and coordinating high quality Very Special Arts Festivals; producing and developing major state conferences; giving staff presentations at the local, state and national levels; publishing several journal articles; and producing an arts-infused curriculi.

SPEED Developmental Center, a special education public school, provides special education to students whose primary handicapping condition is mental retardation.

Funding History:

SPEED's Model Site activities were supported entirely by in-kind monies and NCAH grants.

Characteristics:

Handicapping Condition: Moderate, Severe/Profound Retardation

Level: Preschool through Secondary

Setting: Special Education Facility

Art Form: Music

Focus: Curriculum Development, Research

Geographic Setting: Suburban

Available Materials:

"A Year Of Growing Through The Arts," an illustrative slide-tape presentation with accompanying narrative, is available by contacting SPEED Developmental Center.

Reflections *In sort, the Model Site proved to serve as a catalyst to give us the courage to move ahead faster and bolder, as well as opening doors that otherwise would have been closed.*

Betty Krebs, Instructor

SPINDLEWORKS
(Independence Association for
Retarded Citizens, Inc.)
76 Maine Street
Brunswick, Maine 04011
(207) 725-8820

Special Project/Model Site Program Description

Dates: Model Site FY 1980, 1979

Spindleworks, a two-time recipient of NCAH Model Site Program funding, offers participants an opportunity to learn to take directions, to concentrate on one task for long periods of time, and to work independently as they develop marketable skills in crafts. In addition, the group participates in a variety of community efforts such as workshops, festivals and exhibitions. As a Model Site, activities centered around developing written and visual program documentation for national distribution.

Spindleworks, sponsored by the Independence Association for Retarded Citizens, is a creative workshop for adults with mental retardation in which art is central.

Funding History:

Begun in 1977 with matching funds from CETA and the Maine Commission on the Arts and Humanities (MSCAH), it has been funded by a variety of arts and nonarts agencies since then. It is now supported by the Maine Bureau of Mental Retardation, Vocational Rehabilitation, MSCAH and private sources.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Post-Secondary

Setting: Day Activity Center

Art Form: Visual Arts

Focus: Dissemination

Geographic Setting: Rural

Available Materials:

"King Kong in a Blanket," a 9-minute film, provides a quiet look at the Spindleworks program. For more information write: MICA
Box 4124, Station A
Portland, ME 04101

Reflections *NCAH was a great help to Spindleworks. It introduced us to others with similar philosophies, it showed us some excellent art work from across the U.S., and its recognition helped us gain local attention.*

Nan Ross, Director

THEATRE UNLIMITED - RECREATION
CENTER FOR THE HANDICAPPED, INC.
207 Skyline Blvd.
San Francisco, California 94132
(415) 665-4100

Special Project/Model Site Program Description

Dates: Model Site FY 1982, Special Project FY 1979

In 1979, Theatre Unlimited was awarded an NCAH Special Project grant to implement a program in theatre training for the developmentally disabled. An ensemble theatre company of developmentally disabled and able bodied actors with a professional attitude toward their art developed. As an exemplary model, Theatre Unlimited became an NCAH Model Site Program in 1982. Today, performances throughout the nation provide a model for artists, educators, recreators and therapists and present new attitudes and approaches to the general public.

Theatre Unlimited, a dramatic ensemble, presents art education, recreation, and therapy techniques through integrated theatrical endeavors.

Funding History:

The NCAH grants were supplemented by private foundation funding, donations, fees from performances, and in-kind contributions.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Emotionally D'sturbed, Orthopedically Handicapped, Multi-handicapped.

Level: Secondary and Post-Secondary

Setting: Day Activity Center, High School Theatre

Art Form: Dance, Drama

Focus: Personnel Preparation, Media Development, and Dissemination

Geographic Setting: Urban

Available Materials: "Theatre Unlimited", presents an introduction and overview of this innovative theatre company. Available, $3.50 booklet or $20.00 slide tape from NCAH or Theatre Unlimited. "Feeling Good, Feeling Proud", a 30-minute 16mm film, profiles a dramatic group comprised of both able and disabled members, $20.00, NCAH or Theatre Unltd.

Reflections *Have faith. Just get started and the money will come.*

Janet Pomeroy, Founder and Director
San Francisco Recreation Center for the Handicapped

TOPEKA PUBLIC SCHOOLS
624 West 24th
Topeka, Kansas 66611
(913) 272-3811

Special Project/Model Site Program Description

Dates: Special Project FY 1980

As the recipient of a 1980 NCAH Special Project grant, the Topeka Public Schools worked towards increasing visual arts instruction to all handicapped children in the public school system. The project provided staff development and follow-up services in art education for special education teachers, and an orientation for art teachers working with handicapped students. Activities included visual arts project-oriented workshops, art media demonstrations, and demonstration art teaching in the classroom. As an addition, curriculum and assessment instruments were developed.

The Topeka Public Schools provide comprehensive public educational services for all residents of the urban Topeka area.

Funding History:

Special Project activities were supported by NCAH and the Topeka Public Schools System.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Secondary

Setting: Self-Contained Classroom, Special Education Facility.

Art Form: Visual Arts

Focus: Personnel Preparation

Geographic Setting: Urban

Available Materials:

A brochure describing project activities is available, free, from the Art Department, Topeka Public Schools.

Reflections *Personally, I feel the project was a great success. The teachers' positive responses and apparent enthusiasm, along with their students' responses, made the project worthwhile.*

Donna Pauler, Special Project Director

UNITED CEREBRAL PALSY AND SERVICES
FOR THE HANDICAPPED
318 Water Street
Akron, Ohio 44308
(216) 376-6041

Special Project/Model Site Program Description

Dates: Special Project FY 1982

As a 1982 Special Project, the United Cerebral Palsy and Services for the Handicapped broadened the participation and national dissemination of their literary/art magazine, The Kaleidoscope. The Kaleidoscope is a compilation of short stories, poetry, art, fiction and personal experiences. Persons with varying disabilities contribute to this unique publication -- assisting in the editing, proofreading and layout. Through Kaleidoscope, participants illustrate their thoughts in unusual perspectives, thus shedding light on their personalities.

United Cerebral Palsy of Akron and Summit County is a voluntary, non-profit social service agency, serving the needs of developmentally disabled children and adults.

Funding History:

Prior to NCAH funding, printing of Kaleidoscope and operating expenses came from donations by private companies: Babcock & Wilcox, Goodyear, and sales of magazines.

Characteristics:

Handicapping Condition: All Handicapping Conditions, Non-Handicapped

Level: Post-Secondary

Setting: Day Activity Center, University, Community Arts Center, Rehabilitation Centers

Art Form: Visual Arts, Language Arts

Focus: Dissemination

Geographic Setting: Urban

Available Materials:

Kaleidoscope: No. Five and No. Six, a national literary/art magazine for the disabled. Available, free, from NCAH. For future issues contact UCPSH.

Reflections *With this grant we . . . improve not only the quality of the magazine, but the quality of life of the contributors and those who are touched by reading it.*

Carson Heiner, Jr.
Editor, Kaleidoscope

UNIVERSITY OF KANSAS
OFFICE OF RESEARCH, GRADUATE
STUDIES AND PUBLIC SERVICE
226 Stone Hall
Lawrence, Kansas 66045
(913) 864-3566

Special Project/Model Site Program Description

Dates: Special Project FY 1981

At the University of Kansas, an NCAH Special Project developed a curriculum for teaching piano to the mentally retarded. A method of piano instruction designed to fortify the student with a strong sense for the elements of music rhythm, melody, harmony and texture as they relate to the keyboard, served as a basis for the curriculum. Mentally retarded young adults who participated in the demonstration classes directly benefited from the project. Ultimately, benefits for the mentally retarded will occur as teachers trained in the methodolology teach mentally retarded students in the future.

The University of Kansas is known nationally and internationally for its research, development and training related to the handicapped.

Funding History:

This Special Project was funded by NCAH and in-kind services of the University of Kansas.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation

Level: Primary, Intermediate, Junior High

Setting: Special Education Facility, University

Art Form: Music

Focus: Curriculum Development, Personnel Preparation

Geographic Setting: Rural

Available Materials:

Experiencing Music with the Piano, a curriculum for teaching piano to mentally handicapped students. Available, $6.00, from NCAH. Three videotapes depicting actual learning experience, may also be rented, $20.00.

Reflections *It is an act of beauty to see people working with their entire potential. Such positive experiences can and do change an entire lifestyle.*

Flora Silini, Music Professor

VERMONT COUNCIL ON THE ARTS
136 State Street
Montpelier, Vermont 05602
(802) 828-3291

Special Project/Model Site Program Description

Dates: Special Project FY 1979

Recognizing the problems and procedures involved in assisting rural arts organizations to meet P.L. 504 regulations, this NCAH Special Project addressed the issues through two state-wide conferences. The goal to disseminate 504 information to all non-profit Vermont arts organizations and to assist in self-evaluation and transition phases, as well as showing the need and advantage of being 504 accessible were sources of focus. Issues of advocacy, program accessibility and sensitivity training were equally explored.

The Vermont Council on the Arts special constituency program makes available high quality arts programming for all disabled residents in the state.

Funding History:

These two conferences were made entirely possible through NCAH funding and in-kind services of the Vermont Council on the Arts.

Characteristics:

Handicapping Condition: Hearing Impaired, Visually Impaired, Orthopedically Handicapped, Speech & Language Handicapped, Multiply Handicapped, Non-Handicapped

Level: Post Secondary

Setting: Conference Facility

Art Form: Music, Dance, Drama, Visual Arts

Focus: Dissemination

Geographic Setting: Rural

Available Materials:

None available at this time.

Reflections *"Even through these conferences were held 3 years ago, their effect is still evident in Vermont. We found the benefits of personal contact far outweight the benefits of booklets that explain the regulations. Together, contact and booklets can do the job."*

Geof Hewitt, Grants Coordinator

VERY SPECIAL ARTS HAWAII
P.O. Box 8827
Honolulu, HI 96815
(808) 735-4325

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, the Very Special Arts Hawaii, developed a series of workshops designed to initiate the development of long range and ongoing programming in the arts. Workshop design was based on the premise that the most effective means for increasing staff development and growth is to provide a multi-faceted approach. Through the use of audio-visual techniques, written resource materials, and highly experienced workshop leaders, participating teachers were afforded the opportunity to increase their self-confidence and competency in teaching creative arts to their disabled students.

Very Special Arts Hawaii, a nonprofit agency, provides a wide variety of cultural enrichment and training programs benefiting disabled persons in Hawaii.

Funding History:

Monies to conduct the workshops were provided by NCAH, the Freer Foundation, and in-kind services of the Very Special Arts Hawaii.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Regular Education Classroom, Self-Contained Classroom, Special Education Facility.

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *Through these seminars, by focusing on the cause of the problem...rather than the problem itself...we hope(d) to create a model useful to increasing arts for the handicapped.*

Diane Girard, former Special Project Coordinator

WESTFIELD ARTISTS COOPERATIVE
9 Market Street
Westfield, NY 14787
(716) 763-1801

Special Project/Model Site Program Description

Dates: Special Project FY 1979

As an NCAH Special Project, the Westfield Artists' Cooperative initiated A Creative Arts Program at the Summer Camp for Handicapped Children in Chautaugua County. Comprehensive, coordinated arts programming combined experiences in music, movement and visual arts. Artist volunteers from the Cooperative complimented the program with demonstrations, workshops and performances. Volunteers from local high schools and colleges provided additional individualized guidance for the children. Overall, the project demonstrated that the arts can reduce regression and provide alternative ways to promote social and academic growth of special children.

The Westfield Artists' Cooperative is an umbrella organization providing a variety of education and recreation programs for children and youth.

Funding History:

Project activities were funded through NCAH, the Chautaugua County BOCES, CETA, in-kind support, and private donations.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Learning Disabled, Emotionally Disturbed, Multiply Handicapped

Level: Kindergarten through Secondary

Setting: Camp

Art Form: Dance, Music, Visual Arts

Focus: Personnel Preparation, Program Development, Media Development

Geographic Setting: Rural

Available Materials:

"Learning Through Creative Arts With Handicapped Children," 15 min. color videocassette, provides an overview of the summer camp experience where arts were used to develop social, physical and academic skills. Available, $20.00, from NCAH.

Reflections *We believe that learning through the creative arts can be a very valuable and necessary part of any special education curriculum.*

Joanne Haumesser, Project Coordinator

WISCONSIN COALITION FOR THE
ARTS AND HUMAN NEEDS
929 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 224-4328

Special Project/Model Site Program Description

Dates: Special Project FY 1980

The Wisconsin Coalition for Arts and Human Needs (WisCAHN) was awarded Special Project funding to conduct arts demonstrations and experimental workshops throughout the state. Emphasis was placed on the value of using the arts as a learning tool, means for self-awareness, socialization, communication, and stimulus for creative thought with individuals with disabilities. Professionals, paraprofessionals, parents, and disabled consumers participated in the workshops. Continuing Education Credits (CEC) were offered through the University of Wisconsin.

WisCAHN is a statewide coalition of individuals and institutions/agencies who advocate the availability of arts experiences for handicapped, incarcerated and elderly persons.

Funding History:

WisCAHN is a recipient of grants and support from two (2) major arts in education institutions in the state: The Wisconsin Arts Board and Arts Development/ University of Wisconsin Extension.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Preschool through Post-Secondary

Setting: Public School, University, Camp, Public Library

Art Form: Dance, Drama, Music, Visual Arts

Focus: Personnel Preparation

Geographic Setting: Urban, Suburban, Rural

Available Materials:

"A Time Together, A Time to Share," a 30-minute videotape and accompanying handbook documents a WisCAHN arts training program for parents. Available from NCAH and WisCAHN, $20.00 rent, $150.00 purchase.

Reflections *Through this Special Project...the network of persons concerned with using the arts to help their students grow and lead fuller lives has been reinforced.*

Susan Edelhert, former Executive Director

WORK ACTIVITY CENTER FOR
HANDICAPPED ADULTS
1940 South 2nd East
Salt Lake City, Utah
(801) 487-1791

Special Project/Model Site Program Description

Dates: Special Project FY 1979

In 1979, NCAH Special Project funding assisted the Work Activity Center in developing a dance movement program with developmentally disabled persons. The program utilized dance/movement to foster communication and improve the self-image of participants. As a result, a traveling dance/movement ensemble was created. Performances were held throughout the greater Salt Lake area.

The Work Activity Center is a non-profit, sheltered workshop providing a wide array of services to developmentally disabled and multiply handicapped persons.

Funding History:

Special Project activities were funded by NCAH, State, public and private monies.

Characteristics:

Handicapping Condition: Mild, Moderate Retardation, Multiply Handicapped

Level: Secondary, Post Secondary

Setting: Sheltered Workshop

Art Form: Dance

Focus: Program Development

Geographic Setting: Urban

Available Materials:

None available at this time.

Reflections *This project exemplified the possibilities of dance with developmentally disabled persons.*

Anne Riordan, Adjunct Professor of Dance
University of Utah

WRIGHT STATE UNIVERSITY
Center For Arts for the
Disabled and Handicapped Person
326 Creative Arts Center
Dayton, Ohio 45435
(513) 873-2758

Special Project/Model Site Program Description

Dates: Model Site FY 1982, 1977

At Wright State University (WSU), a totally accessible campus, both architectural and programmatic, provides the opportunity for disabled students to achieve their fullest potential. As a Model Site, activities focused on preparation of professionals to work with special populations; dissemination of materials locally, regionally and nationally; working with University students in the arts; and working with the greater Dayton community in developing arts for all people. Through the "Center for the Arts for the Disabled and Handicapped Person," a leadership focus on the need of arts for special college students was established.

The "Center for the Arts for the Disabled and Handicapped Person" is the primary source of organizing, directing and overseeing campus activities on arts for special populations.

Funding History:

Model Site activities were funded entirely by NCAH and in-kind support of Wright State University.

Characteristics:

Handicapping Condition: All Handicapping Conditions

Level: Post-Secondary

Setting: University

Art Form: Visual Arts, Drama, Dance, Music

Focus: Personnel Preparation, Curriculum Development
Program Development

Geographic Setting: Urban

Available Materials:

A videotape providing an overview of the "Center for Arts for the Disabled Person" is available. For more information contact the "Center for Arts for the Disabled Person."

Reflections *...we will continue to make art experiences accessible to all students at Wright State University, with an increasing interdisciplinary involvement leading into new directions and to expansion of programs...*

Dr. Gary Barlow, Professor Art Therapy